DOCUMENT RESUME

ED 439 061 SO 031 437

AUTHOR Baker, Reid E., Ed.
TITLE Learning about Our World: Germany. Volume 1: Elementary School.
INSTITUTION Ohio State Dept. of Education, Columbus.
SPONS AGENCY Michigan State Dept. of Education, Detroit.; Indiana State Dept. of Education, Indianapolis.; Goethe Inst., Chicago, IL.
PUB DATE 1993-00-00
NOTE 159p.; "Grant from the Foreign Office of the Federal Republic of Germany, and the Ministry of Education of the German State of Northhrine-Westphalia.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Area Studies; *Cultural Context; *Curriculum Enrichment; Elementary Education; Foreign Countries; Global Education; *Social Studies
IDENTIFIERS *Germany

ABSTRACT

Developed to help young people prepare for 21st-century challenges, this book is part of a project to produce a series of instructional units about German for implementation in K-12 classrooms and to offer staff development activities that facilitate the implementation of these units. This volume's main focus is Germany and social studies, but it comfortably integrates language arts, foreign language, mathematics, science, and the arts to promote its educational goals in the elementary grades via multidisciplinary activities. Teaching activities in the book are intended to be teacher-friendly and to make planning easy; they aim at integrating global studies into the existing curriculum, and at serving as a vehicle for addressing current issues, such as the integration of Europe, radicalism, and pollution. The following units are included: (1) First Day of School in Germany; (2) A Family Study; (3) How Did We Get Here? Community Origins; (4) Cultural Patterns; (5) Letter Exchanges; (6) The Bremen Town Musicians (Bremer Stadtmusikanten); (7) Strike the Pan (Topfschlagen); (8) Music, Music, Music; (9) A Bit of This and a Bit of That (Ein Bifschen Dies und Ein Bifschen Das); (10) December Celebrations; (11) Community Sayings; (12) Geography and Cultural Diversity; and (13) Suleiman the Elephant. Contains an 84-item bibliography of books and articles and an extensive list of useful addresses. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 061

Germany

Volume 1 Elementary School

SO 031 437

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

T. Sanders

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Learning About Our World: Germany

VOLUME I: ELEMENTARY SCHOOL

PROJECT DIRECTORS

Kent J. Minor
Frank L. Schiraldi

PROJECT COORDINATOR

Martin Seletzky

PROJECT EDITOR

Reid E. Baker

FUNDING AGENCY

Ohio Department of Education
Grant from the Federal Republic of Germany
Goethe House New York

This material is distributed by
The Ohio Department of Education
65 South Front Street
Columbus, OH 43215-4183
Tel.: (614) 728-3471 or 466-2761
Fax: (614) 728-3058

Project Participants

Anita Allen, Social Studies Educator, Whitehall City Schools, Columbus, Ohio
Reid Baker, Foreign Language Consultant, Ohio Department of Education, Columbus, Ohio (retired)
Sharon Bostater, Elementary Teacher, St. Joseph Elementary School, Blakeslee, Ohio
John Chapman, Social Studies Curriculum Consultant, Michigan Department of Education, Michigan
Barbara Christensen, Social Studies Teacher and Consultant, Lakeview High School, Lakeview, Michigan
Linda Cotter, Elementary Teacher, St. Mary School, Columbus, Ohio
Marscha Fortner, Curriculum Consultant, Genesie Intermediate School Districts, Michigan
Mary Fortney, Social Studies Consultant, Indiana Department of Education
Ilse Goertz, Elementary Teacher, Central Local Schools, Farmer, Ohio
S. Jeaniene Hodapp, Director of Curriculum and Related Services, Defiance County Office of Education, Defiance, Ohio
Rosmarie Kuntz, Social Studies Teacher, Perry Meridian High School, Indianapolis, Indiana
Glenn Lambert, Director of Instruction and Personnel, Springfield Local Schools, Holland, Ohio
Maggie Mills, Social Studies and German Language Teacher, Cincinnati Bilingual Acadamy, Cincinnati, Ohio
Kent Minor, Social Studies Consultant, Ohio Department of Education, Columbus, Ohio
Ingrid Myers, German Language Teacher , Springfield Local Schools, Holland, Ohio
Marilyn O'Linn, Elementary Guidance Counselor, Columbus City Schools, Columbus, Ohio
Ruth Reichmann, German-American Center, Indiana University, Indianapolis
Frank Schiraldi, Assistant Director of Curriculum and Instruction, Ohio Department of Education, Columbus, Ohio
Martin Seletzky, German Consultant for Language and Culture, Ohio Department of Education, Columbus, Ohio
Doris Seletzky-Hild, Elementary and Secondary Teacher, Clinical Psychologist, Columbus, Ohio
Elfe Vallaster, Assistant Professor, Modern Language and Literature, Wright State University, Dayton, Ohio

Special thanks to **Jane Fuller** for the graphics and **Joe Jolly** for typing and formatting much of the text and creating the survey data displays..

Learning About Our World: Germany

Table of Contents

Project Participants ii
Preface iv
Introduction v

Volume I: Elementary School

Unit 1	First Day of School in Germany	**1**	1– 6
Unit 2	A Family Study	**2**	1– 4
Unit 3	How Did We Get Here? Community Origins	**3**	1– 4
Unit 4	Cultural Patterns	**4**	1–10
Unit 5	Letter Exchanges	**5**	1– 3
Unit 6	The Bremen Town Musicians *(Bremer Stadtmusikanten)*	**6**	1–11
Unit 7	Strike the Pan *(Topfschlagen)*	**7**	1– 5
Unit 8	Music, Music, Music	**8**	1–18
Unit 9	A Bit of This and a Bit of That *(Ein bißchen dies und ein bißchen das)*	**9**	1–28
Unit 10	December Celebrations	**10**	1–19
Unit 11	Community Sayings	**11**	1– 6
Unit 12	Geography and Cultural Diversity	**12**	1– 7
Unit 13	Suleiman the Elephant	**13**	1–13

Volume II: Middle School

Unit 14	A Study of Three Rivers	**14**	1–62
Unit 15	German Mathmagicians	**15**	1–15
Unit 16	America, Here We Come	**16**	1– 6
Unit 17	European Community	**17**	1– 5
Unit 18	Ethnocentrism: The Story of the Nodnelds	**18**	1– 7

High School

Unit 19	Emigration and Immigration	**19**	1–38
Unit 20	Trabis on Trial: Student Rights in Former East Germany	**20**	1–20
Unit 21	And the Wall Came Tumbling Down	**21**	1–12
Unit 22	Typical Young Germans	**22**	1–13
Unit 23	After the Fall of the Wall: Create Your Own Family	**23**	1–16
Unit 24	What Is Life Like in "Your Town"	**24**	1– 4

Bibliography **25** 1– 6
Useful Addresses **26** 1– 4
Acknowledgments **27** 1– 2

Preface

In February 1991, a group of educators from Ohio, Indiana, and Michigan set out to develop a social studies project for teaching about Germany. The two goals identified by the group were to produce a series of instructional units about Germany for implementation in K–12 classrooms, and to offer staff development activities that would facilitate the implementation of these units. The present publication is the result of the committee's work.

Included in each teaching unit is an abstract of the unit, a listing of concepts and objectives for the unit, materials lists, learning activities, suggestions for evaluation, enrichment activities, teacher resources, and appendices with teacher support materials. Activities are designed so that teachers can adjust them to meet the individual needs of their students.

The development, production and dissemination of this publication and related staff development for the project were made possible by grants from the Foreign Office of the Federal Republic of Germany. Funding was also provided for the project participants' study and travel in Germany. In addition, generous support for the project was supplied by the State Departments of Education in Ohio, Indiana, and Michigan, the Ministry of Education (*Kultusministerium*) of the German state of Northrhine-Westphalia, and the Goethe Institute German cultural centers in the United States.

Columbus, Ohio, 1993

Introduction

One does not have to look far into the future to see the United States in a global economy or as a high stakes player in an interdependent world. The future is now. The United States is part of a global economy and a competitive world.

Students' future jobs, income, consumer habits, food, health, security, entertainment, and many other aspects of their lives will be touched by developments in other nations. They will have to live up to the challenge and function successfully in an international setting.

Our goal in education must be to develop the leadership necessary to prepare today's young people to live up to the challenges they themselves and their nation must face in the 21st century.

How Do We Do This?

How will students acquire and refine the broad range of skills needed to adapt to the rapidly changing world in which they live?

Students will have to improve their ability to communicate with those who speak languages different from their own. They will have to be able to understand, manage, and resolve conflicts as they negotiate common ground.

As they assume responsibilities for themselves, their nation, and the world in which they live they will have to enlarge their knowledge base and add new skills as they strive to deal successfully with the expanding world.

We as educators will live up to this responsibility only if we change not only what we teach but also the way we teach it.

Developing the cognitive and other skills critical for dealing with the challenges of a changing world requires creativity. Relevant and rewarding learning experiences with other cultures need to be devised to help students become lifelong learners, competent communicators, and cooperative problem solvers. To be effective, these experiences should enrich our students' understanding of themselves and their own culture as they progress toward understanding and relating to the cultures of a larger world. Our goal must be for students to achieve a lasting interest in and positive attitude toward other cultures.

This volume has been designed to promote these goals in grades K–12 via multi-disciplinary activities. The main focus of *Learning about Our World: Germany* is social studies, but it comfortably integrates language arts, foreign language, mathematics, science, and the arts.

The teaching activities are designed to be teacher-friendly and to make planning easy. They provide suggestions for meeting the requirements of courses of study, assessment, family and community involvement, cooperative learning, and problem solving; they are designed to be developmentally appropriate and experiential.

The activities aim at integrating global studies into the existing curriculum both within disciplines (e.g. history and geography with economics, etc.) as well as between disciplines (language arts and social studies). They serve as a vehicle for addressing current issues, such as the integration of Europe, radicalism, and pollution.

Why did we choose to develop a study about Germany?

Several considerations led us to this opportunity to help our students learn about our world and the cultures in it via a study of Germany.

We chose Germany because we believe that

1. Germany has been a major contributor to the current population of the United States; 23.31% of its citizenry claimed German descent in the 1990 United States census.

2. A heretofore disjointed Europe is uniting with Germany at its heart: geographically, economically, socially, and culturally.

3. Many problems and concerns must be faced by both the United States and Germany. A comparative analysis could help both countries to find solutions.

4. Many economic, social, and ecological problems in an interdependent world require the focused attention and cooperation of both the United States and Germany.

In developing our project we were guided by the following principles:

1. People are more alike than they are different.

2. Children from a very early age are able to explore the commonalities of their own and another culture successfully; in this case, the other culture is that of the German people.

We hope our study of Germany will lead to many successful classroom implementations and will serve as a prototype for the study of other cultures.

1. FIRST DAY OF SCHOOL IN GERMANY

TARGET GROUP: Grades K–4

In this activity students share in a first-day-of-school activity long popular with their counterparts in Germany.

TIME: 1 day (preferably the first day of school)

SUBJECT AREAS

Social Studies	Mathematics
Language Arts	Art
Foreign Language	Physical Education

CONCEPTS

Cultural Understanding	Measurement
Reading	Design
Writing	Drawing/Illustrating
Listening/Visual Literacy	Using a Variety of Media
Basic Foreign Vocabulary	Fine-Motor Cutting
Geometry	Visual-Motor Integration

OBJECTIVES

Students will

1. Identify elements of other cultures.
2. Create a first-day-of-school gift for another, younger child.
3. Read directions for creating a craft item and complete the described project.
4. Write "welcome back" notes or "thank you" notes.
5. Create a design for decorating a craft item using a variety of media.

MATERIALS PROVIDED

- Pattern for a schoolhorn (*Schultüte*) (Appendix 1-A)

ADDITIONAL MATERIALS NEEDED

- Manila, construction, or art paper
- Crayons, paints, colored pencils, markers
- Pattern of schoolhorn for each student if desired (see Activity 2 to determine if you wish to use these)
- Invisible tape
- Raisins, peanuts, candies, or other treats to fill horns

ACTIVITIES

1. Prior to the opening of the new school year, a teacher in grades two to five arranges with a teacher in either kindergarten or first grade to provide schoolhorns, the traditional German *Schultüten*, for each of the kindergarteners or first graders on the first day of school.

2. Sending classes may construct the horns to fill and deliver, using the pattern in Appendix 1-A to trace onto sturdy art paper. Older or more able students may construct the horns as a mathematics activity, as follows (see Appendix 1-B):

   a. Measure a piece of paper 8 1/2" x 8 1/2" from an 8 1/2" x 11" sheet by folding Point B to Point D, creating a 45-degree angle at Point A. Next, with a ruler, draw a line from Point D to Point C across the top of the folded section. Cut along Line DC, separating the two geometric shapes. Put the 2 1/2" x 8 1/2" rectangle aside for the moment.

   b. Open up the diagonally folded square. Fold once again so that Edge AB lies along the diagonal fold AC.

   c. Using a pencil, mark the point where Point B touches the AC fold. This is Point E.

   d. Open up the square again. Round off the top of the horn by drawing a curved line from Point D to Point B through the mark at Point E. This will create a quarter-circle, or quadrant. Cut along the curved line.

   e. Create "Back to School" designs or fairy tale designs to decorate the outside of the quadrant. These designs may be colored, painted, or decorated with cut or torn paper.

   f. Once the exterior decorations are completed, tape or paste the cone together. A handle may be added, if desired, using part of the 2 1/2" x 8 1/2" rectangle from Step 1 for this purpose.

3. Students who are creating and giving the schoolhorns (*Schultüten*) should understand the importance of the custom among German students. Explain that all over Germany, the horns are made or purchased in stores and filled by parents for their children when they start school for the first time; children may find candy, small toys, or pieces of fruit in their horns. Then have students fill the horns they have constructed. Perhaps they might wish to include a welcoming note to the kindergarten or first-grade student for whom the horn is intended. It would be appropriate for the teacher to explain that kindergarten students in Germany, unlike those in the United States, do not attend elementary schools but rather private kindergartens, if they go to school as five-year-olds. At age six, all German children begin school.

4. Give students who created the horns an opportunity to deliver them to the newly arrived kindergarten and first-grade students for whom they were intended. At the time the horns are delivered, the students who created them should explain the tradition of the *Schultüte* to the students receiving them.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Participation
- Ability to follow oral or written directions
- Ability to measure accurately
- Ability to write friendly letters
- Willingness to take risks and be creative
- Ability to work effectively with a variety of media
- Ability to communicate ideas orally to other students

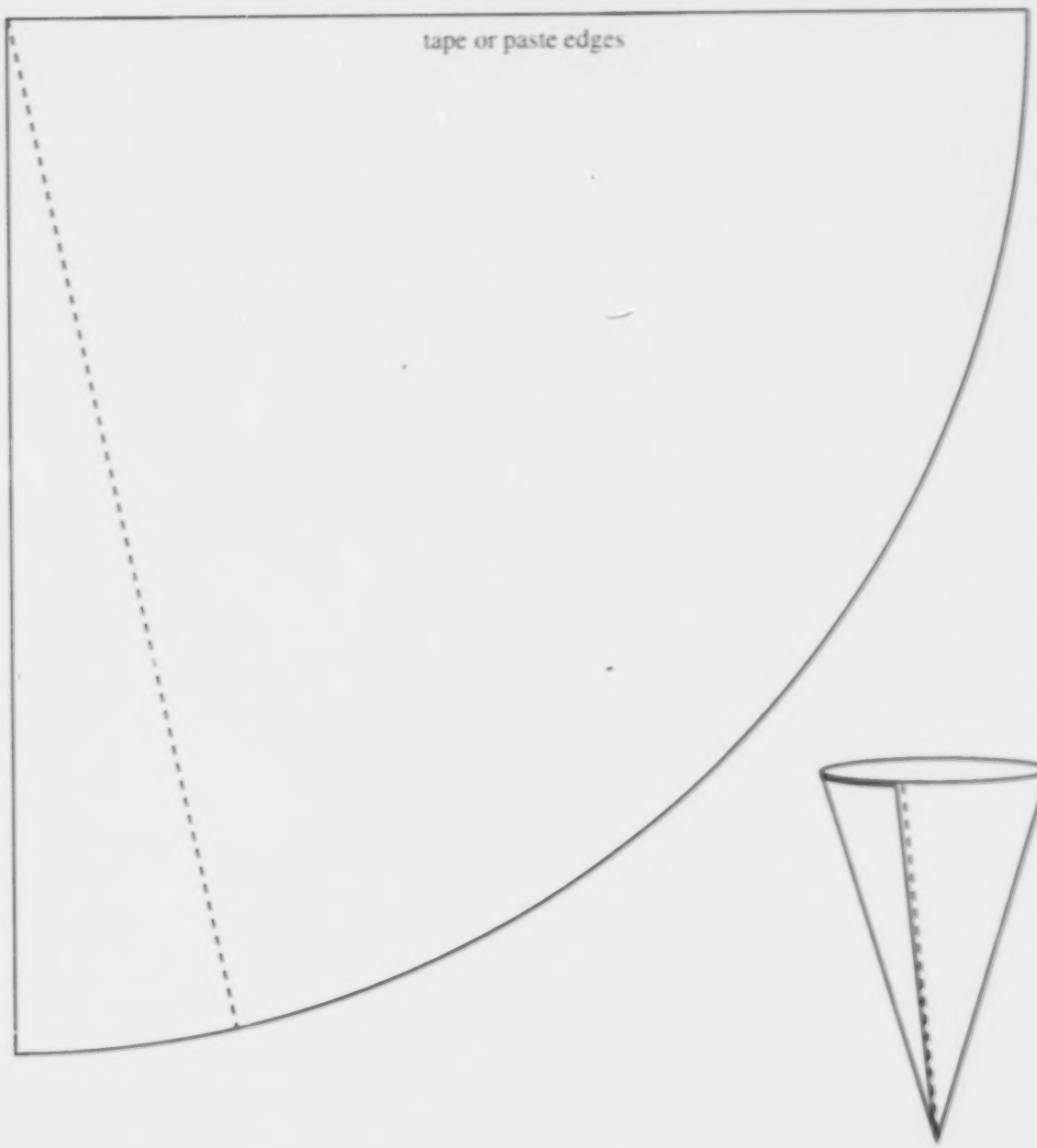
ENRICHMENT ACTIVITY

Kindergarten and first-grade students may, with the help of their teacher, write individual or group "thank you" letters for the students or class that sent them the *Schultüten*.

APPENDIX 1-A
PATTERN OF A SCHOOLHORN

It is the tradition in Germany for parents to make or purchase large paper cones for their children the first day they go to school. The cones are decorated and filled with treats to help make the child's first school day a pleasant and memorable one.

Trace, cut out, decorate, join edges as shown, and tape or paste edges together.



APPENDIX 1-B
DIRECTIONS FOR CONSTRUCTING A SCHOOLHORN

1. Measure a piece of paper 8½" x 8½" from an 8½" x 11" sheet by folding Point B to Point D, creating a 45-degree angle at Point A. Next, with a ruler, draw a line from Point D to Point C across the top of the folded section. Cut along Line DC, separating the two geometric shapes. Put the 2½" x 8½" rectangle aside for the moment.

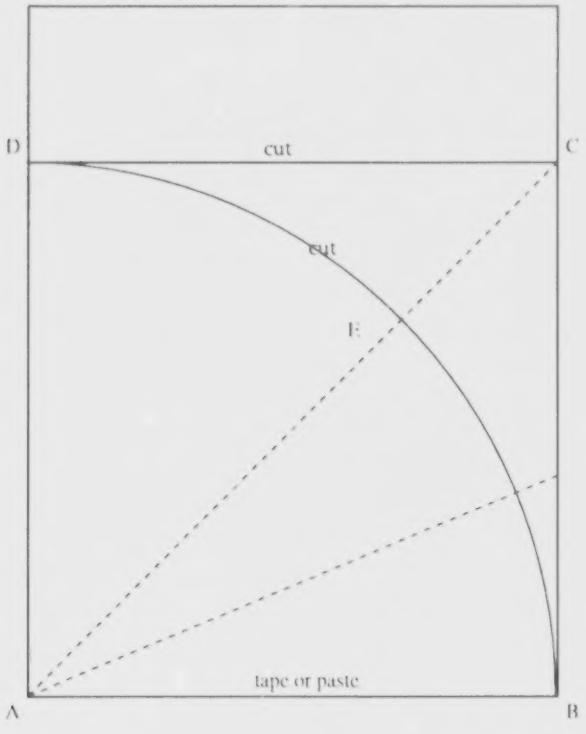
2. Open up the diagonally folded square. Fold once again so that Edge AB lies along the diagonal fold AC.

3. Using a pencil, mark the point where Point B touches the AC fold. This is Point E.

4. Open up the square again. Round off the top of the horn by drawing a curved line from Point D to Point B through the mark at Point E. This will create a quarter-circle, or quadrant. Cut along the curved line.

5. Create "Back to School" designs or fairy tale designs to decorate the outside of the quadrant. These designs may be colored, painted, or decoratedwith cut or torn paper.

6. Once the exterior decorations are completed, tape or paste the cone together. A handle may be added, if desired, using part of the 2½" x 8½" rectangle from Step 1 for this purpose.



THE FIRST DAY OF SCHOOL IN GERMANY

On the first day of school everyone has a 'schoolhorn' with candy in it.

2. A FAMILY STUDY

TARGET GROUP: Grades K–4

> In this activity, a visual representation is constructed to trace the various cultures that have contributed to the child's local culture. This is done via a study of each child's family composition.

TIME: 3 days

SUBJECT AREAS

Social Studies
Language Arts
Mathematics
Art

CONCEPTS

Citizen Knowledge
Cultural Understanding
History
Geography
Reading
Writing
Oral Communication
Data Analysis and Probability
Drawing/Painting
Using a Variety of Media

OBJECTIVES

Students will

1. Identify the elements of other cultures in their community or region.
2. Gather data and analyze it in order to make predictions.
3. Construct a visual representation of gathered data.
4. Involve family members as a resource.

MATERIALS PROVIDED

- Family History Questionnaire (Appendix 2-A)
- Sample Family Class Map (Appendix 2-B)

ADDITIONAL MATERIALS NEEDED

- Pictures of family members (may be created by students)
- Poster or mural paper, drawing paper/newsprint
- Paints, markers, crayons, and/or pencils
- Paste or tape
- Graph paper
- Chalkboard, flip-chart, or large sheets of paper
- Map, yarn

ACTIVITIES

1. Discuss the concept of numbers and kinds of people included in a family.

2. Each student should take home a family history questionnaire and complete it with his or her family. Students should also be asked to bring pictures of their family members to use in constructing a family map. If no photos are available, children should be given an opportunity to draw or paint their own.

3. Display the data collected by constructing a classroom family map. Construct this map in any format appropriate for classroom space available. One example of how this might be done is shown in Appendix 2-B.

4. Graph the data gathered relating to the origins of each child's family members. Some may indicate more than one country of origin. A pictograph or bar graph would be most appropriate for younger children, while a pie graph or line graph might be preferred with older students.

5. Display a flat map of the world. Have students individually connect their community to the nation(s) of their families' origins. Discuss how this can show the patterns of movement as people relocate. Some children may show family stops in other locations prior to their current place of residence.

EVALUATION

The teacher may assess the following student outcomes through observation :

- Participation
- Ability to communicate orally
- Ability to collect, graph, and use data
- Ability to produce visual representations of ideas
- Ability to write in expository form

ENRICHMENT ACTIVITY

Once data has been graphed, students may write expository paragraphs describing the data collection process and the analysis of the data collected, particularly that which reflects family origins. In the earlier grades, students may wish to formulate ideas as a class and the teacher, or an aide or volunteer, can record the information on the chalkboard, a flip chart, or paper for a big book.

TEACHER RESOURCES

Rosemary Chorzempa, *My Family Tree Workbook*. New York: Dover Publications, Inc., 1982.

Louis Dorman-Sparks, *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children, 1989.

APPENDIX 2-A
FAMILY HISTORY QUESTIONNAIRE

Dear Family,

This questionnaire is part of a study our class is making of the history of our families. The information gathered by class members will be used in our multicultural studies. Please help your child fill out the questionnaire and return it to school by _____. Thank you for your help with this class assignment.

1. I was born in _____
   city/state/country

2. My mother was born in _____
   city/state/country

3. My father was born in _____
   city/state/country

4. My mother's parents live or lived in _____
   state/country

   They were born in _____ and _____
   state/country *state/country*

5. My father's parents live or lived in _____
   state/country

   They were born in _____ and _____
   state/country *state/country*

6. Did my great-grandparents come from another country? _____

   Which person(s)? _____

   Which country(ies)? _____

7. What is my family's cultural/ethnic heritage? _____

8. Does our family have special customs or traditions? What are they? (Use other side if necessary.)

9. Is there someone from a different state or country who is a special relative or friend and important to our family? If so, tell something interesting about them. (Use other side if necessary.)

APPENDIX 2-B
CLASS FAMILY MAP

Learning About Our World: Germany
Ohio Department of Education

3. HOW DID WE GET HERE?
COMMUNITY ORIGINS

TARGET GROUP: Grades 3–5

> Students survey other community residents to determine their family countries of origin and produce a visual representation to illustrate their findings.

TIME: 2–5 days

SUBJECT AREAS

Social Studies
Language Arts
Mathematics
Art

CONCEPTS

History
Geography
Economics
Reading
Writing
Oral Communication
Data Analysis and Probability
Drawing/Painting
Using a Variety of Media

OBJECTIVES

Students will:

1. Conduct a simple survey.
2. Locate their own community on a map.
3. Locate "community countries of origin" on a map.
4. Speculate about modes of transportation and routes that settlers coming to their community might have taken.
5. Compare modes of transportation in the past and present.
6. Consider reasons why settlers might have chosen to come to their community.

MATERIALS PROVIDED

- Community Origins Questionnaire (Appendix 3-A)

ADDITIONAL MATERIALS NEEDED

- Large political wall map of the world (laminated) or copies of individual world maps
- Yarn
- Map pins or thumb tacks
- Washable magic markers

ACTIVITIES

1. Help students locate their own community on a world map, either individual or a wall map, and mark with a pin or magic marker.

2. Introduce the question "How did we get here?" or "Where did people in our community come from?" Student ideas and suggestions might be written down on the chalkboard, a chart, or a transparency.

3. Ask students how more information might be collected: Record ideas. Introduce the ideas of doing a survey if students haven't already suggested this approach. Students may be allowed to help design the survey, or they can use the sample survey provided in Appendix 3-A.

4. Have each student do a simple survey of neighbors and/or friends. Attempt to determine what country (or state) the family of each person interviewed came from. Remind students that the matter of national origin is sensitive in some families, and in other families little information concerning places of origin is available. This activity should be kept flexible so that all students can participate and make a contribution.

5. When the surveys are returned, help students to develop a list of countries and states identified in the survey. Mark on the map with colored pins.

6. Have students run yarn from the various countries and states represented to their own community.

7. Ask students to speculate about the routes that settlers might have taken to reach their community and the forms of transportation they might have used. Compare the suggested forms of transportation with those used today.

8. Have students use different colored markers to trace possible routes of migration on their map.

9. Ask students to consider the reasons why people might want to come to their community (natural resources such as land, rivers, or mineral deposits; family or friends already living in the community; industries that could provide jobs; etc.).

EVALUATION

The teacher may assess the following student outcomes through observation:

- Participation
- Ability to produce visual representations of ideas
- Ability to locate places on a map
- Ability to determine, internalize, and identify at least three countries that contributed to the development of their community.

ENRICHMENT ACTIVITIES

1. Have a realtor or other person who knows the community well visit your class to discuss the reasons people visit your locality.

2. Have students explore reasons for, and ways of, protecting the community environment. This may lead to a class environmental project.

3. Students may wish to read books or stories portraying the immigration experiences of families and children their own age.

4. A class writing project might include letters or a journal telling the day-to-day events in a long journey.

5. Have students develop a map of your community using map symbols to show the locations of natural resources.

TEACHER RESOURCES

K-6 Geography – Themes, Key Ideas, and Learning Opportunities. National Council for Geographic Education, Leonard 16A, Indiana University of Pennsylvania, Indiana, PA 15705.

"Social Studies and the Young Learner," *History and Social Studies*, Vol. 2, No. 2 (November/December, 1989).

APPENDIX 3-A
COMMUNITY ORIGINS QUESTIONNAIRE

Dear Neighbor or Friend,

This questionnaire is part of a study our class is making of the history of our community. The information gathered by our class members will be used in the multicultural studies we are currently conducting. Please assist our class by answering the questions below to the best of your ability. *Your answers will be kept confidential.* If you would prefer to not participate in our study, please feel free to tell the student calling on you.

Thank you for your help with our class project.

1. I was born in _____
   city/state/country

2. My mother was born in _____
   city/state/country

3. My father was born in _____
   city/state/country

4. My mother's parents live or lived in _____
   state/country

   They were born in _____ and _____
   state/country *state/country*

5. My father's parents live or lived in _____
   state/country

   They were born in _____ and _____
   state/country *state/country*

6. My great-grandparent(s) came from another country. *yes* *no*

   If yes, which person(s)? _____

   From which country(ies)? _____

7. My family's cultural/ethnic heritage is _____

8. Our family has special customs or traditions. *yes* *no*
   (If yes, please describe briefly on the reverse side.)

9. Our family has someone from another country who is important to us. *yes* *no*
   (If yes, please tell something interesting about them on the reverse side)

4. CULTURAL PATTERNS

TARGET GROUP: Grades K–5

> Designed as an introduction to culture, this activity focuses on indicators of culture and cultural patterns in the United States and Germany.

TIME: 4–5 days

SUBJECTS

Social Studies
Language Arts
Foreign Languages
Mathematics
Art

CONCEPTS

Cultural Understanding
Reading
Writing
Oral Communication
Visual Literacy
Cross-Cultural Communication
Patterns, Relations, and Functions
Data Analysis and Probability
Illustrating
Using a Variety of Media
Drawing/Painting

OBJECTIVES

Students will:

1. Explore cultural patterns in their classroom and those in another country (Germany).
2. Graph the results of a survey into cultural patterns in two countries (United States/Germany).
3. Illustrate various indicators of culture in the United States and in another country (Germany).
4. Determine similarities and differences between the two cultures (United States/ Germany).
5. Use the writing process to write a friendly letter.

MATERIALS PROVIDED

- Cultural Prompt Cards may be used to spark discussions in the large or small groups. (Appendix 4-A)

- Cultural Questionnaires (English and German versions) may be used to elicit information about a culture through an examination of the everyday lives of children. (Appendix 4-B)

ADDITIONAL MATERIALS NEEDED

- Graph paper, poster board, mural paper, manila, or newsprint drawing paper
- Crayons, markers, colored pencils, paints

ACTIVITIES

1. Discuss various aspects of the culture in which students live using the cultural prompt cards (Appendix 4-A) as starters. Encourage children to share anything they know about German culture from prior experiences. Pictures, newspapers, catalogs, postcards, etc., of Germany and the United States would be useful to show for this activity.

2. Class members should complete the cultural questionnaire (Appendix 4-A) and write to students in a sister class in Germany (see Teacher Resources below), requesting that the German students fill out the same questionnaire and return it to your class. The teacher may read each question with the class and then have each child mark the appropriate response, providing clarification as they go along. Another way to complete this task with younger children may be to read the question and count or tally a show of hands. Other children will be able to read and mark the questions alone.

3. Collate and graph the data collected in the questionnaire from class members. Do the same for German data on a separate graph. Display the comparable data on a series of poster boards or on mural paper. Discuss similarities and differences between the two cultures as reflected by the graphed data.

4. Create a bulletin board collage of illustrations showing similarities and differences between the two cultures.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Participation
- Ability to write a letter using the writing process
- Ability to communicate orally
- Ability to read and follow directions
- Ability to collect, graph and use data
- Ability to make comparisons
- Ability to produce visual representations of ideas
- Understanding of the components of culture
- Ability to determine similarities and differences between the two cultures

ENRICHMENT ACTIVITIES

1. Have students administer the cultural questionnaire to one or more classes in their school or district to determine if data from the questionnaire is consistent between classes, between their class and other classes at their grade level, etc.

2. Have students send collated and graphed data to their sister school in Germany to permit comparisons by the German students.

TEACHER RESOURCES

Sister classes in Germany may be obtained by contacting your state department of education foreign language or social studies consultant.

See also the Useful Addresses section at the end of this publication. It contains, among other things, the addresses of Goethe Institute German cultural centers in the United States, as well as the U.S. addresses of special consultants for German language and culture (*Fachberater für Deutsch als Fremdsprache*).

APPENDIX 4-A
CULTURAL PROMPT CARDS

Duplicate the Cultural Prompt Cards on the following two pages on poster board. Cut the cards apart and thoroughly mix them. In several small groups or a large group, allow a student to draw a cultural prompt from the pile of prompts which have been turned upside down. Using the cultural topic on the card, group members will develop a list of cultural indicators for their area, class, community, etc., and write the list on a chart, tablet, or poster board. Once all the topics have been selected and discussed, students may go back and compare lists with lists from other small groups. A class composite may be made from small-group lists and the large group list revised or added to.

APPENDIX 4-A
CULTURAL PROMPT CARDS

games	songs
stories or folktales	food
school	holidays

APPENDIX 4-A
CULTURAL PROMPT CARDS

clothing	movies
books	transportation
homes	television

APPENDIX 4-B
CULTURAL QUESTIONNAIRE
(English Version)

Part I. *Circle the answer or fill in the blank with the correct information.*

1. How many children are in your family (include yourself)? _____

2. Do you live in the same town as your grandparents? *yes* *no*

3. Do any other relatives live in the same town? *yes* *no*

   If not, in how many different places do they live? _____

4. How long have you lived in the town in which you live? _____

Part II. *Circle the answer or fill in the blank with the correct information.*

5. How do you get to school? *bus* *walk* *parents take you*

6. What subject in school do you like best? _____

math	*language arts*	*social studies*	*other*
science	*art*	*music*	
religion	*physical education*	*reading*	

7. What subject in school do you like least? _____

math	*language arts*	*social studies*	*other*
science	*art*	*music*	
religion	*physical education*	*reading*	

8. What time is school out? _____

9. Do you eat lunch at school? *yes* *no*
   If yes, do you bring it to school with you? *yes* *no*

10. What is your favorite food? _____
    What is your favorite drink? _____

11. What is your favorite sport or game? _____

12. Do you watch TV everyday? *yes* *no*

13. What is your favorite TV program? _____

14. Does your family all eat dinner together? *yes* *no*

15. What do you like to do best in your free time? _____

16. Do you have a pet? *yes* *no*

If so, what kind? _____

17. Can you speak more than one language? *yes* *no*

If you can, which language? _____

18. What school vacations do you have?

fall	*Christmas*	*Easter*
winter	*Pentecost*	*Presidents' Day*
spring	*Thanksgiving*	*Martin Luther King Day*
summer	*Memorial Day*	*class outing or field trip*
Labor Day	*other* _____	

Part III. *Circle the answer or fill in the blank with the correct information.*

19. How tall are you? _____ *inches* _____ *centimeters*

20. How much do you weigh? _____ *pounds* _____ *kilos*

21. What color are your eyes? *blue* *gray* *green* *brown*

22. What color is your hair? *brown* *black* *red* *light blond* *dark blond*

Part IV.

23. What other questions would you like to ask?

_____

_____

_____

KULTURFRAGEBOGEN
(Deutsche Ausgabe)

Teil I

1. Wie viele Kinder sind in deiner Familie (zähle dich mit)?

2. Wohnst du in der gleichen Stadt wie deine Großeltern? *ja* *nein*

3. Wohnen andere Verwandte in der gleichen Stadt? *ja* *nein*

4. Wie lange wohnst du schon in deiner Stadt? _____

Teil II

5. Wie kommst du in die Schule? *mit dem Bus* *zu Fuß* *von den Eltern gefahren*

6. Was ist dein Lieblingsfach? _____

Mathematik	*Deutsch*	*Sozialkunde*
Sachkunde	*Kunst*	*Musik*
Religion	*Sport*	*Lesen*
		andere _____

7. Welches Fach hast du nicht gern?

Mathematik	*Deutsch*	*Sozialkunde*
Sachkunde	*Kunst*	*Musik*
Religion	*Sport*	*Lesen*
		andere _____

8. Um wieviel Uhr ist die Schule aus? _____

9. Ißt du in der Schule? *ja* *nein*
   Wenn ja, bringst du das Essen mit? *ja* *nein*

10. Was ist deine Lieblingsspeise? _____

    Dein Lieblingsgetränk? _____

11. Was ist dein Lieblingssport? _____

12. Siehst du jeden Tag fern? *ja* *nein*

13. Wie heißt deine Lieblingssendung? _____

14. Ißt deine Familie zusammen? _____ *ja* *nein*

15. Was machst du am liebsten in deiner Freizeit? _____

16. Hast du ein Haustier? *ja* *nein*

    Wenn ja, welches? _____

17. Kannst du mehr als eine Sprache sprechen? *ja* *nein*

    Wenn ja, welche? _____

Welche Schulferien hast du?

Herbst	*Weihnachten*	*Ostern*
Winter	*Pfingsten*	*Präsidententag*
Frühling	*Erntedankfest*	*Martin Luther King Tag*
Sommer	*Gefallenengedenktag*	*Wanderwoche*
Tag der Arbeit	*andere* _____	

Teil III

19. Wie groß bist du? _____ *Zoll* _____ *Zentimeter*

20. Wieviel wiegst du? _____ *Pfund* _____ *Kilogram*

21. Welche Farbe haben deine Augen? *blau* *grau* *grün* *braun*

22. Welche Farbe haben deine Haare? *braun* *schwarz* *rot* *hellblond* *dunkelblond*

Teil IV

23. Welche weiteren Fragen möchtest Du stellen?

_____

_____

5. LETTER EXCHANGES

TARGET GROUP: Grades K–5

Through exchanges of letters and other materials, students will become familiar with indicators of culture in their own community and in another culture. Subsequent exchanges of letters may be used as a means of exchanging information concerning shared social interests.

TIME: 5 days

SUBJECT AREAS

Social Studies	Art
Language Arts	Science
Foreign Languages	Health

CONCEPTS

Citizen Knowledge	Listening
Cultural Understanding	Cross Cultural Communication
Economics	Drawing/Painting
Geography	Using a Variety of Media
Reading	Illustrating
Writing	Ecology
Oral Communication	Physical Implications of the Environment
Visual Literacy	

OBJECTIVES

Students will:

1. Use letter writing as a means of exchanging information.
2. Explore cultural indicators in their culture and in other cultures.
3. Heighten awareness of the needs of others in their community.
4. Understand the continuous exchange of cultures with German-speaking peoples.
5. Select and investigate an issue that affects German-speaking peoples and those of the United States.

MATERIALS NEEDED

- Writing paper, stationary, mailing envelopes, stickers, photographs,postcards, comics, TV magazines, grocery circulars, newspapers, stamps, coins, copies of grade cards or school evaluations, puzzles, programs or tickets from entertainment or sporting events, and other cultural artifacts.

- Drawing paper, newsprint, construction paper or poster board
- Markers, paints, crayons,colored pencils
- Postage
- Postage

ACTIVITIES

1. Secure German sister classes the same age as students involved in this activity (see Teacher Resources below). Exchange friendly letters with German classes of the same age. Lower grades should begin with letters dictated to teachers, and older students may write student-to-student. High school German language classes or German-speaking in the community should be recruited to translate English letters to German and German letters to English. Classrooms can then receive both an English and a German translation of each letter.

2. Exchange school yearbooks and other cultural indicators appropriate for children such as stickers, photographs, postcards, comics, TV magazines, grocery circulars, newspapers, stamps, coins, copies of grade cards, puzzles, and programs or tickets from sporting or entertainment events with German exchange classes.

3. During the letter exchanges, have students ask German penpals about problems with pollution and litter in German communities such as theirs and tell them about similar problems in the United States (ie. litter or pollution of nearby rivers or waterways, air pollution). Exchange posters constructed by class members designed to illustrate such issues with German students.

EVALUATION

The teacher may assess the following student outcomes through observation::

- Participation
- Ability to write a letter using the writing process
- Ability to communicate orally
- Ability to make comparisons.
- Ability to identify cultural indicators
- Ability to produce visual representation of ideas

ENRICHMENT ACTIVITIES

1. Display exchanged ecology posters as well as locally developed posters in local schools, malls, or places of business.

2. Construct a big book to hold and display both English and German translations of student letters. At the end of the school year, copies of locally produced

exchange letters may be transferred to writing portfolios. During the school year, the big book may be displayed in the classroom library or on a resource table.

TEACHER RESOURCES

Sister classes in Germany may be obtained by contacting your state department of education foreign language or social studies consultant.

See also the Useful Addresses section at the end of this publication. It contains, among other things, the addresses of Goethe Institute German cultural centers in the United States, departments of education in Germany as well as the U.S. addresses of special consultants for German language and culture (*Fachberater für Deutsch als Fremdsprache*).

6. THE BREMEN TOWN MUSICIANS
(*BREMER STADTMUSIKANTEN*)

TARGET GROUP: Grades K–5

Folktales are the focus of this activity. "The Bremen Town Musicians" by the Brothers Grimm is explored as a method of transmitting culture and illustrating cultural characteristics.

TIME: 3–4 days

SUBJECT AREAS

Social Studies
Language Arts
Art

CONCEPTS

Citizen Knowledge
Cultural Understanding
Geography
Law
Reading
Writing
Oral Communication
Cross Cultural Communication
Listening/Visual Literarcy
Drawing/Painting
Illustrating
Using a Variety of Media

OBJECTIVES

Students will:

1. Read, or have read to them, a story ("The Bremen Town Musicians").
2. Recall specific facts about the story.
3. Act out a story ("The Bremen Town Musicians").
4. Illustrate a story.
5. Discuss characteristics of folktales and methods of transmission as part of a nation's culture.
6. Trace a folktale to its country of origin (Germany).
7. Discuss the concepts of personal discontent and various methods of conflict resolution.
8. Write, using the writing process for a variety of purposes.

MATERIALS PROVIDED

- Character Cards for use in student retelling of the story, modeling for illustrations, determining sequence in the story, etc. (Appendix 6-A)
- Folktales to use as teacher support for Activity 7 (Appendix 6-B)

- The Bremen Town Musicians. A retelling to be used for storytelling and as a teacher resource for preparation of activities. (Appendix 6-C)
- The Bremen Town Musicians: Versions in Print. Other print books or audio-visual tapes retelling the folktale from a variety of perspectives. (Appendix 6-D)

ADDITIONAL MATERIALS NEEDED

- A collection of various versions of "The Bremen Town Musicians"
- *Aufstand der Tiere oder Die neuen Stadtmusikanten* by Jörg Steiner (see Teacher Resources below)
- World map or globe
- Manila paper, markers, crayons, paints or colored pencils, poster board, rings
- Various hand props as required for dramatizations, character appropriate puppets
- Tape recorder, blank audio tapes
- Tagboard, glue, 20 lb. colored paper, construction paper (8½" x 11" and 12" x 18" sizes)

ACTIVITIES

1. On a world map or globe, have students locate the United States, their hometown, Germany, and Bremen.

2. Read students the story "The Bremen Town Musicians," or have them read it themselves if they are able to do so.

3. Discuss the story using character cards (see Appendix 6-A) to cue the appearance and dialogue of the characters.

4. Construct a big book, either as a class with various students illustrating scenes from the book and the teacher reproducing the text,or individually with students retelling the story in their own words and illustrating their own text. Audio recordings may be produced to accompany the books.

5. Act out the story via puppets, role playing, or rewriting the story as a play and presenting it for another class or group.

6. Discuss the story and the methods of conflict resolution used in the story (the use of *Aufstand der Tiere* would be helpful to present a modern example of these concepts). In small groups, brainstorm for possible resolutions to conflicts. This can be an especially worthwhile activity and may be shared by the school guidance counselor.

7. Use the writing process to create original student folktales. Prewriting strategies should include, but not be limited to, a study of the folktale genre as a means of transmitting culture and its transmission in the oral tradition (see Appendix 6-C). Once the final draft is produced, students will present their folktales orally to classmates or other audiences.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Participation
- Oral language production
- Use of the writing process
- Illustrations for purposes of comprehension, creativity, etc.
- Application of concepts to personal life experiences
- Decoding skills and reading comprehension
- Ability to locate a point on a map or globe

ENRICHMENT ACTIVITIES

1. Display big books in a school or public library or resource center. Other items (e.g., book-audio tape sets or class books of student folktales) may also be displayed or loaned to other groups.

2. Student productions may be performed for other classes, for preschool storytimes at the public library, or at a local senior citizens center.

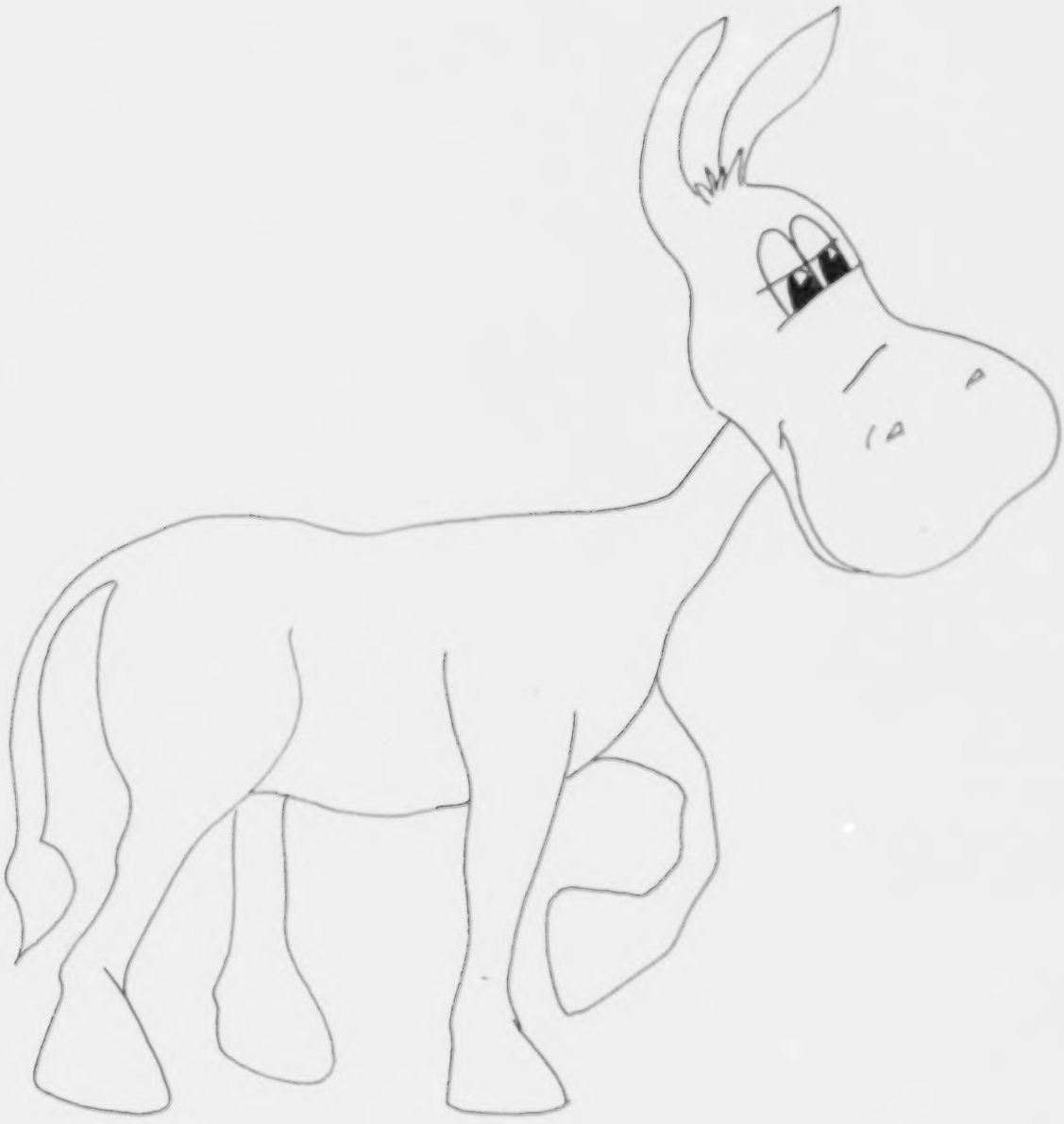
3. In some versions of the story the animals sit on top of each other and look into the window of the house the robbers are staying in, when they sing. Students should cut out the animals and stick them on a sheet one on top of the other (Appendix 6-A).

TEACHER RESOURCE

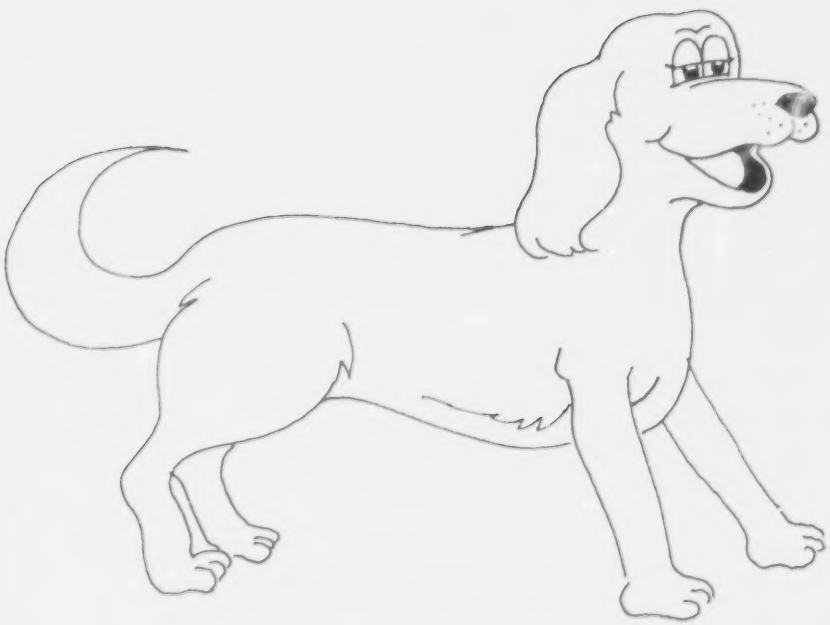
Jörg Steiner, *Aufstand der Tiere oder Die neuen Stadtmusikanten*. Aarau und Frankfurt am Main: Verlag Sauderländer, 1989.

A poster showing the four Bremen Town Musicians is available from the Goethe-Institut German cultural centers in the U.S. See the listing of useful addresses at the end of this publication.

APPENDIX 6–A
THE DONKEY

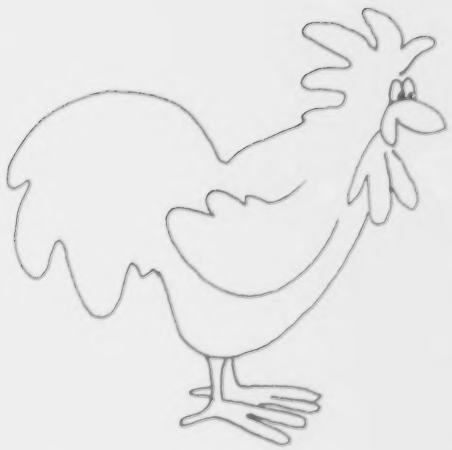


APPENDIX 6–A
THE DOG



APPENDIX 6–A
THE CAT

APPENDIX 6–A
THE ROOSTER



APPENDIX 6-B
FOLKTALES

A folktale is a literary form that is older than any others and is probably as old as language itself. It has become an enduring part of the literature of all cultures. Storytellers of the past may be considered historians. They have preserved customs, attitudes, beliefs, and legends by telling and retelling folktales. These popular and prolific tales, each in a wide variety of versions, have been handed down through the ages in the oral tradition, being told and retold orally. Each generation handed the tales down to succeeding generations through the years. Folktales have provided people of all ages with a sense of the cultures of earlier times. Folktales have become an important genre in all languages and cultures.

When sharing folktales with your class, you might wish to focus their thinking on the following ideas:

1. Discuss the characteristics of folktales.
2. Determine the purposes of folktales.
3. Determine the lessons taught by the folktales being examined.
4. Discuss the historical perspective shown in the folktales being examined.
5. Compare folktales from a variety of cultures. Look for their similarities and differences

APPENDIX 6-C

The Bremen Town Musicians: A Retelling

Once upon a time, near the town of Bremen, there was a poor farmer who owned a donkey. When the farmer and his family fell upon even harder times than usual, he had to make a very difficult decision. One day he announced to his family, very sadly, that he was going to visit the village tanner the very next morning...to sell the donkey. The donkey, who had been standing in the yard under the open kitchen window, overheard the farmer's news and decided that he must take action immediately, so he ran away. As the donkey sadly trudged along the road that led away from the farm, he pondered the fate that had befallen him. "Oh, was ever there another so sad and unloved as I?" he wailed. (It sounded ever so much like E-hah, E-hah, E-hah.)

Around a bend in the road, the donkey found a very tired dog, lying under a tree, panting. "Why are you so tired, Friend Dog?," asked the donkey. "Oh, there was never another so sad as I", wailed the dog, "My master says I am no longer of any use about his flocks, and I am to be put out into the woods to starve to death!"

"Come, come," said the donkey, "Don't be so sad." "I too have been discarded by my owner, so let us go adventuring by ourselves. Surely, in the town of Bremen we will find a way to improve our fortunes!"

"I have heard it said," the dog replied, "that Bremen is a very big and very rich city. They will surely have some need of our talents. What talent do you have, Friend Donkey?"

"I don't know. My friends have always said I had a rather remarkable singing voice. Would you like to hear me, Friend Dog? I could sing a little something for you!" "Oh, yes," said the dog. " and I will join you, for I too have a most marvelous singing voice!" The donkey began to bray in a loud and grating manner, and the dog joined in the concert, using his very best yelps, growls and howls. Oh, it was a remarkable sort of music, to be sure.

A bit farther on, over a hill or two, the singing companions found another traveler. It was a most woebegone-looking cat. "Why so sad, Friend Cat?," asked the dog. "Oh, I am so sad," whined the cat. "My mistress says the barn is overrun with mice, and I am no good to her. I know my time is limited. I worry every time she heads to the river!"

"Come with us to Bremen," volunteered the Donkey enthusiastically. "Friend Dog and I have decided to go there to make our fortunes. We were planning to be a singing duet, but I'm sure you are an excellent musician, too. We can be a trio! How about it, Friend Cat?"

"That I will, Friend Donkey, most certainly!" And they all began to practice a very special song to sing when they finally arrived in Bremen.

Before the three had traveled very far, they were almost knocked down by a crowing rooster as it attacked them from the branches of a tree that overhung the road. "What's this?" gasped the donkey as he attempted to regain his composure.

"Tis I, the fearless rooster, from the farm over the field there. I am hiding here in the branches of the tree so that my farmer won't find me and put me in the cooking pot! I know he is looking for a younger rooster to take my place. He said my crowing was getting too feeble to wake up all the workers on the farm!"

"Well, you sound just wonderful to me. Why don't you join us! We can be a wonderful quartet!" assured the donkey. So it was that Friend Rooster joined Friends Donkey, Dog, and Cat on the road to Bremen.

Soon darkness began to fall.

"Let us stop here by this big tree for the night. It is becoming very cold, but the tree will offer us some shelter, and by tomorrow night we will be safe in Bremen Town," suggested the donkey.

As the four friends settled themselves under and in the branches of the tree, the rooster reported some interesting news."See, over there, a cottage with lights in the window! Perhaps we could find shelter there where it is warm." he said. In no time at all, the four found themselves looking in the window of a very inviting cottage, with a big fire on the hearth and piles of inviting food on the table in the kitchen.

" Perhaps if we sing for the people who live in the cottage, they will invite us in for some dinner and a warm night's sleep," ventured the cat, for she found herself both cold and hungry.

"Of course, just so!" said the other three friends.

"What shall we sing?" asked the dog. They settled on their first number, and began to sing. The noise made by the quartet when it sang was so bad that it fightened the robbers who had been hiding in the cottage nearly out of their wits. "It must surely be the police after us!" they said between chattering teeth.

"Flee, flee for your lives!" shouted their leader. And they did!

"Well, how nice, they left their home for us," mused the donkey. The four friends moved in and lived together happily ever after.

Retold by
S. Jeaniene Hodapp

APPENDIX 6-D
THE BREMEN TOWN MUSICIANS
VERSIONS IN PRINT

The following are other versions of this story which might be helpful to teachers:

The Four Musicians
By Jakob and Wilhelm Grimm
Doubleday and Co., Inc.
Garden City, NY
1962

The Bremen-Town Musicians
Retold and Illustrated by Ilse Plume
Doubleday and Co., Inc.
Garden City, NY
1980

The Bremen Town Musicians
By The Brothers Grimm
Illustrated by Pamela Baldwin Ford
Troll Associates
Mahwah, NJ
1979

The Bremen Town Musicians
From The Illustrated Treasury of Children's Literature
Edited by Margaret E. Martignoni
Illustrated by George Cruikshank
Grosset and Dunlap, Inc.
New York, NY
1955

7. STRIKE THE PAN
(*TOPFSCHLAGEN*)

TARGET GROUP: K–5

In the following activities, students use games as means of exploring other cultures.

TIME: 2–3 days

SUBJECT AREAS

Social Studies
Language Arts
Physical Education

CONCEPTS

Citizen Knowledge	Cultural Understanding
Geography	Government
Reading	Writing
Oral Communication	Listening
Cross-Cultural Communication	Games with Rules

OBJECTIVES

Students will:

1. Discuss familiar games with rules.
2. Learn the rules for a game from another culture (Germany)
3. Play a game from another culture (Germany)
4. Vote for a favorite group game from their own culture.
5. Write the rules for the class's favorite group game.
6. Locate a given point on a map or globe.
7. Discuss the concept of international trade.

MATERIALS PROVIDED

- Directions for "Strike the Pan" (*Topfschlagen*) (Appendix 7-A)
- German Vocabulary List for games (Appendix 7-B)

ADDITIONAL MATERIALS NEEDED:

- Wooden spoon
- Large saucepan or pot (a large cafeteria pot works best, but any large pan will do)
- Blindfold (to use with more mature students)
- Gummi Bear candy
- Gummi Bear video
- World map or globe

ACTIVITIES:

1. Discuss games that children like to play. Talk about rules for their favorite game and the concept of playing games with rules. Kindergarten students may want to make their own rules for games (allow this as long as all play understand and agree to the rules).

2. Explain the rules for the German game "Strike the Pan" (see Appendix 7-A). Check to be sure students understand the rules for the game. Teach students the German name for the game (*Topfschlagen*, pronounced TOPF-shlah-gen) and explain that *Topf* means "pan" or "pot" in German and *schlagen* means "hit" or "strike."

3. Play the game "Strike the Pan." You will need plenty of space for this (a large open classroom space, gym floor, or playground are ideas). Discuss whether children in the United States play other similar games. If they can suggest any, allow them to play those games as well.

4. Elicit a list of group games popular in the United States. Have students vote for their favorite game, thereby selecting the class's favorite game.

5. Using the writing process have students write a description of their favorite game and the rules for the game. Publish a class "Game Book" and display it in the school library or in the classroom. Incorporate the game descriptions and rules written by all class members.

EVALUATION:

The teacher may assess the following student outcomes through observation:

- Participation
- Ability to follow directions
- Adherence to rules
- Ability to write complete concise directions using the writing process
- Ability to locate a point on a map or globe

ENRICHMENT ACTIVITIES

1. Have students teach children from other classes the "Strike the Pan" game.

2. If a partner class in Germany is available, send favorite game directions to the partner class for them to try. Ask the partner class to send their favorite game to the United States for students to try.

3. Show the film "Gummi Bears" and discuss United States imports of Gummi Bear candies from Germany. Provide treats of Gummi Bear candy produced in Germany. Have them determine the German point of origin for the candy and locate that place of origin on a world map or globe.

APPENDIX 7-A
DIRECTIONS FOR THE GAME "STRIKE THE PAN"
(TOPFSCHLAGEN)

This game belongs to the "*Blindekuh*" (Blind Cow) games. Blindfold a child and give him or her a long-handled spoon. With this, he or she will strike a pot or pan placed in the middle of the room. The child has seen the pan's location but has been blindfolded and turned several times.* Now the child should feel for the pan, locate it and strike it with the spoon.

The other children observe and coach using the words "hot," "warm," and "cold" in English and/or German. When the blindfolded child has found and struck the pan, he or she is a winner and receives a small treat such as Gummi Bear candy.

*If very young children are fearful of using a blindfold, simply ask them to close their eyes tightly while they play.

APPENDIX 7-B
GERMAN VOCABULARY LIST

GERMAN	PRONUNCIATION	ENGLISH
Topf	TOPF	pan or pot
schlagen	SHLAH-gen	strike, hit
Topfschlagen	TOPF-shlah-gen	"Strike the Pan"
heiss	HICE	hot
warm	VAHRM	warm
kalt	KAHLT	cold
aua	OW-ah	ouch
Gummi	GOO-mee	rubber
Bär	BARE	bear
Gummibär	GOO-mee-bare	Gummi Bear or rubber bear

8. MUSIC, MUSIC, MUSIC

TARGET GROUP: Grades K–5

This activity has three components: music as it is sung, music as the basis for dance, and music for listening and enjoyment.

TIME: 5–7 days

SUBJECT AREAS

- Social Studies
- Language Arts
- Foreign Language
- Mathematics
- Art
- Physical Education
- Music

CONCEPTS

- Citizen Knowledge
- Cultural Understanding
- History
- Geography
- Reading
- Writing
- Listening Skills
- Oral Communication
- Visual Literacy
- Cross-Cultural Communication
- Core Foreign Language Vocabulary
- Patterns, Relations, and Functions
- Measurement
- Numbers (whole and fractional)
- Illustrating
- Drawing/Painting
- Using a Variety of Media
- Dancing/Folk Dances
- Pitch
- Duration
- Form
- Style
- Performance

OBJECTIVES

Students will:

1. Explore cultural elements in their country and those of another country (Germany).
2. Understand the musical genre of folk songs and folk dances.
3. Perform folk songs and folk dances.
4. Listen to a variety of folk music.

MATERIALS PROVIDED

- Hat Patterns (Appendix 8-A)
- Flag Patterns (Appendix 8-B)

- Hasty Pudding Recipe (Appendix 8-C)
- "My Hat" (*Mein Hut*): Words and Music (Appendix 8-D)
- Hand Movements for "My Hat" (Appendix 8-E)
- "We Are Good Musicians": Words and Music (Appendix 8-F)
- Recipes From Schwabenland (Appendix 8-G)
- "The German Band": Words and Music (Appendix 8-H)
- Traditional German Dress (Appendix 8-I)
- Map of Germany With a Focus on *Schwabenland* (Swabia) (Appendix 8-J)

ADDITIONAL MATERIALS NEEDED

- Construction paper or newsprint
- Markers, crayons, paints, scissors, colored pencils
- Oatmeal boxes, plastic container, baby wipes containers, large margarine bowls with lids, large containers, coffee cans, dowel rods, pencils
- Chart paper or transparencies
- Rhythm band instruments or sticks, lids, spoons, pencils, etc.
- Recording of marching band music
- Recording of polka music
- Tape player or phonograph
- Aprons, shorts, knee high socks, suspenders, full skirts, blouses, etc.

ACTIVITIES

1. Discuss folk music as a part of the lives of children in all parts of the world. Sing "Yankee Doodle" and discuss its role and the role of folk music in the United States. Depending on the age of the students involved, discuss things such as the lyrics (i.e., hasty pudding, calling the feather "macaroni," etc.) the wearing of tricorn hats and the period in history during which they were worn, and the topical form of the music (i.e. verse and refrain).

   The traditional American folk song, Yankee Doodle, was actually written by a British doctor during the American Revolution. The British liked to make fun of the colonial soldiers, because compared to the smartly dressed British troops, the colonials were not only poorly dressed but poorly armed. To make a point of this, the army doctor wrote "Yankee Doodle." The word "doodle" meant "a foolish person" and "macaroni" meant "a person who dresses very fashionably." Later the song was used as a marching song by the American colonial soldiers, and other verses were added.

2. Have each child construct a three-cornered hat and the original colonial flag (see Appendices 8-A and -B for pattern suggestions). Younger children may enjoy marching about the room wearing their hats as they sing "Yankee Doodle." As they do this they can pretend to play drums or carry their flags. Fifes may be made from wax paper tubes with holes evenly spaced down the length of the tube. Drums may be made from empty containers (oatmeal boxes, plastic containers,

baby wipes cans, large margarine bowls, coffee cans, etc.) The drumsticks may be dowel rods, unsharpened pencils, etc.

3. Make and taste Hasty Pudding (see Appendix 8-C for a recipe). Students should write and illustrate a copy of the recipe.

4. Introduce the idea that other countries have folk songs like "Yankee Doodle," and in some cases they also talk about three-cornered hats. Among the ideas that might be included in this discussion are the following:
   - Tricorn hats originated in Europe and were brought to America by the colonists.
   - Each nation sings its folk songs in its national languages.
   - The song "My Hat" (*Mein Hut*) is an example of such a folk song from Germany (see Appendix 8-D).

   Listen to the song "My Hat" in English and learn to sing it. The English words for the song should be displayed on a chart or transparency. After discussing the German origins of the song, the German lyrics should be introduced (Appendix 8-D). Sing "My Hat" in German using the accompanying hand movements (Appendix 8-E).

5. Learn the German folk song "We Are Good Musicians" (Appendix 8-F). The first three verses are in English, and the fourth verse is in German. On a map of Germany (see Map Supplement), locate *Schwabenland* (Swabia). Discuss the region and its unique characteristics. Among the foods common to the area are *Eintopf* [INE-topf](one-pot meals), *Spaetzle* [SHPETS-lee] (noodles), and *Bretzel* [BRETS-el] (pretzels). Perhaps students will enjoy making and tasting these foods (see Appendix 8-G for recipes).

6. Learn the folk song "The German Band" (Appendix 8-H). This spoof of German village bands is an enjoyable experience for children and also explores the composition and activities of this uniquely German institution. Discuss the instruments commonly found in such bands (i.e., brass and percussion) and the corp of musicians (i.e., usually local townspeople: fire fighters, police officers, merchants, and the like). For parades, the traditional *Dirndl* [DEERN-dul] and *Lederhosen* [LAY-dur-hoe-zun] are often worn. Using the drums created in Activity 2 or other percussion instruments (i.e., rhythm band instruments, sticks, lids, spoons, pencils, etc.), form a classroom village band. Students may parade around the classroom or other parts of the building, using their percussion instruments and a recording of marching band music. German marching band music would be best if it is available. Traditional costumes may be constructed for band members (see Appendix 8-I for patterns and costuming suggestions).

7. Listen to various examples of polka music. Have students clap or tap the rhythm they hear. Arrange the opportunity for students to learn to dance the polka. You

may wish to call upon an outside resource person, such as a physical education or dance teacher, to help you with this.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Participation.
- Ability to maintain rhythm
- Ability to maintain pitch
- Ability to communicate orally
- Understanding of the elements of music
- Ability to construct from a given pattern
- Ability to read and follow directions
- Ability to measure accurately
- Understanding of the genre of folk song and dance
- Fine and gross motor integration
- Ability to identify a location on a map

ENRICHMENT ACTIVITIES

1. Have students compile an activities packet of folk songs and dances. Include recipes they have copied, words and music for the songs they have learned, and other items from their activities.

2. Present a program of songs, dances, and food for a PTO meeting, a school assembly, or another classroom, or at a local mall.

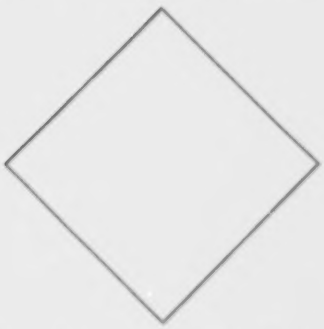
TEACHER RESOURCES

Music and You, Grade III, Music Series German Band. New York, NY: Macmillan -Mc Graw Hill, School Division, 1983.

Jürgen Schöntges (illustrated by Rotraut Susanne Berner,) *Freche Lieder – Liebe Lieder*, Weinheim, Belz 1992, ISBN 3 407 80189 0. (2 cassettes with 35 of the songs, 80 179). Offers a wide range of German songs with notes for children as well as many internationally known songs in a German translation).

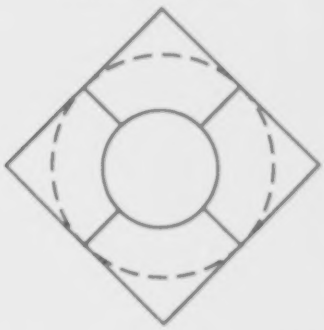
APPENDIX 8-A
TRICORNE HAT

Cut a 12 inch square from a 12" x 18" sheet of black construction paper.



Make a 5" or 6" circular cardboard pattern or use a 5" or 6" plastic lid. Place the pattern or lid in the center of the square and trace a circle. Fold in half and cut out as shown.

Next, fit this hat over the wearer's head and adjust the size of the inner circle as necessary. Then fold the square in fourths trimming the corners so that when opened it will form a circle.



Draw a triangle within the larger circle (see below), and fold the hat brim up along the triangle sides. Roll the edges slightly inward to form the tricorne.

APPENDIX 8-B
FLAG PATTERNS

White stars on a blue background

red and white alternating stripes

black

red

gold

APPENDIX 8-C
RECIPE FOR HASTY PUDDING

4 cups cold water
1 Tbsp. butter or oil
1 cup yellow corn meal
½ cup maple syrup
additional cold water

You will need the following:

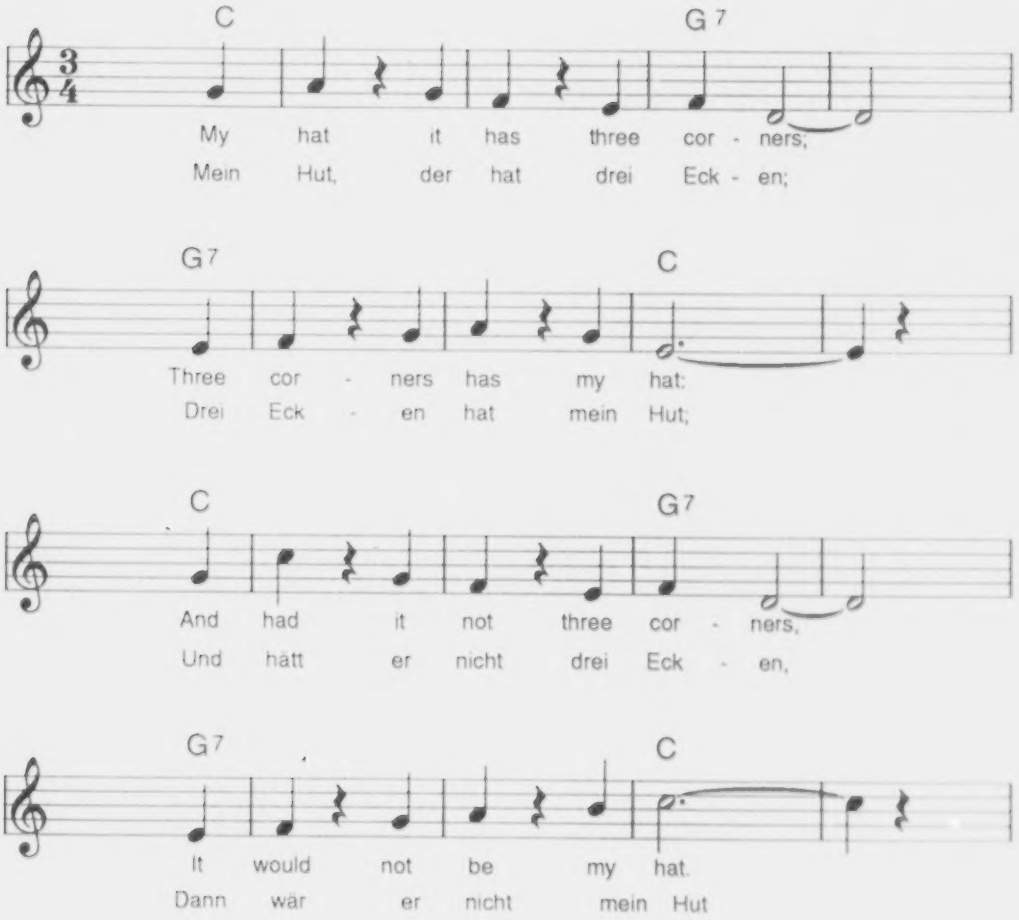
- large double boiler with a lid
- 2-quart metal mold (a 2-pound coffee can works very well)
- pot holder
- large spoon for stirring
- wire cooling rack
- aluminum foil

Grease the mold with the butter or oil and set aside. Fill the bottom of the double boiler three-quarters full of water and bring to a boil.

Put 4 cups of cold water in the top of the double boiler, place over boiling water in bottom half and bring to a boil. Carefully stir in cornmeal about 1 tablespoonful at a time while stirring briskly to avoid lumping. Cook and stir cornmeal mixture for 15 minutes. Stir in maple syrup and cook two minutes longer. Remove top of double boiler and pour cornmeal mixture into greased mold. Leave bottom of double boiler to continue boiling.

Grease lid or piece of foil and cover mold (press foil down around edge of coffee can). Place mold in bottom half of double boiler and be sure water level is halfway up side of mold. Cover double boiler tightly and return to boil over high heat. Lower heat and cool 2½ hours. Check water periodically and add hot water if necessary to keep level up. Remove mold, cover, and cool on wire rack. When completely cool, remove pudding by inverting mold and tapping on bottom. Makes 8–10 servings.

APPENDIX 8-D
MY HAT: WORDS AND MUSIC

My Hat (Mein Hut) — German Folk Song

C
G7
My hat it has three cor - ners;
Mein Hut, der hat drei Eck - en;
G7
C
Three cor - ners has my hat;
Drei Eck - en hat mein Hut;
C
G7
And had it not three cor - ners,
Und hätt er nicht drei Eck - en,
G7
C
It would not be my hat.
Dann wär er nicht mein Hut

ENGLISH PRONUNCIATION

Mine hoot dare haht dry eken;
Dry eken haht mine hoot;
Oond haht air nisht dry eken,
Dahn vair air nisht mine hoot.

APPENDIX 8-E
MEIN HUT (HAND MOVEMENTS)

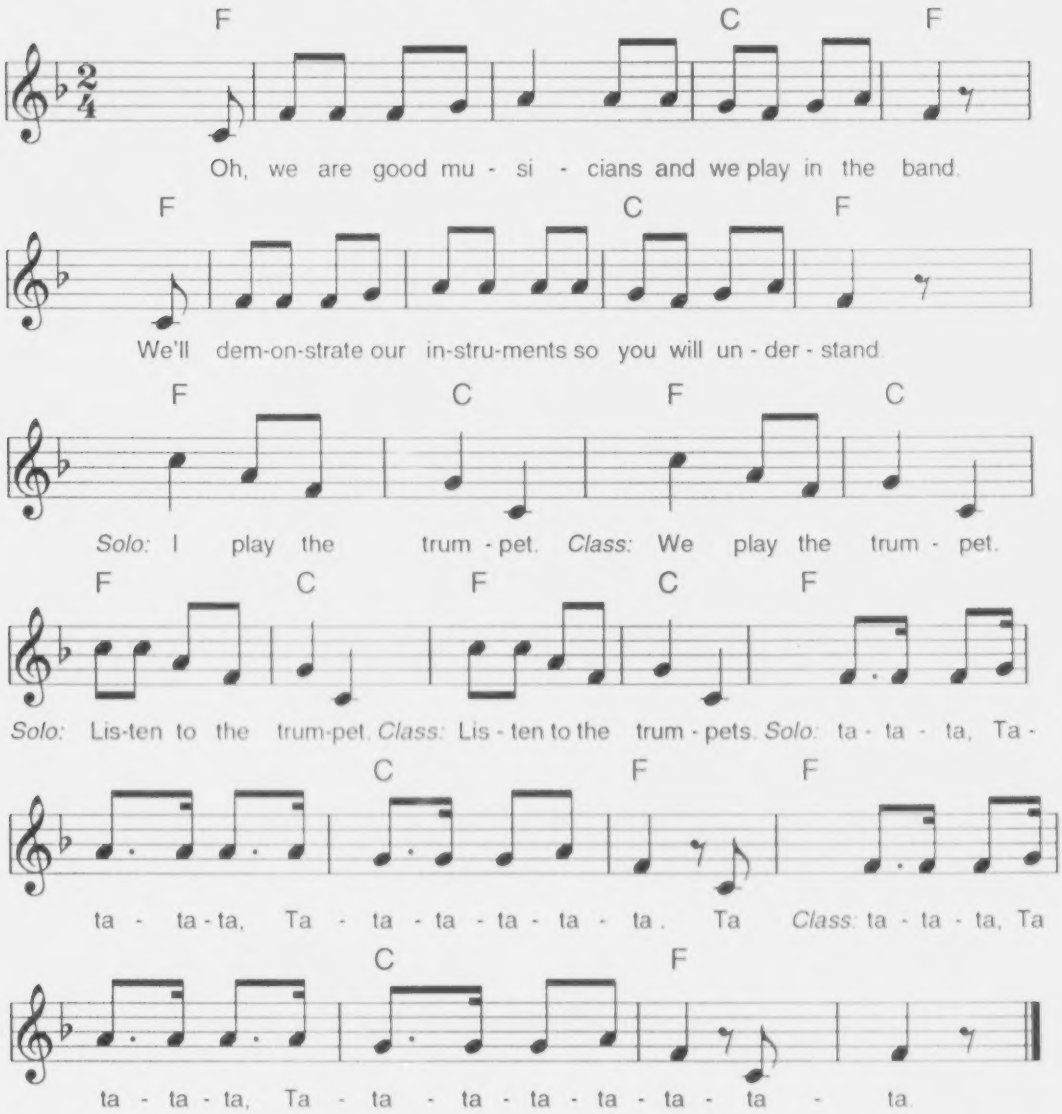
Mein

Hut

APPENDIX 8-E
MEIN HUT (HAND MOVEMENTS)

der hat drei

Ecken

APPENDIX 8-F
WE ARE GOOD MUSICIANS

F C F
Oh, we are good mu - si - cians and we play in the band.
F C F
We'll dem-on-strate our in-stru-ments so you will un - der - stand.
F C F C
Solo: I play the trum - pet. *Class:* We play the trum - pet.
F C F C F
Solo: Lis-ten to the trum-pet. *Class:* Lis - ten to the trum - pets. *Solo:* ta - ta - ta, Ta -
C F F
ta - ta - ta, Ta - ta - ta - ta - ta - ta. Ta *Class:* ta - ta - ta, Ta
C F
ta - ta - ta, Ta - ta - ta - ta - ta - ta - ta - ta.

VERSE 2.
I play the drum . . .

VERSE 3.
I play the piccolo . . .

GERMAN WORDS

Solo: Ich bin ein Musikante, und komm aus Schwabenland
[ich bin ine moo-zee-kahnt-uh oont kohm ows shvah-bun-lahnt]
Class: Wir sind die Musikanten, und komm'n aus Schwabenland
[veer zint dee moo-zee-kahnt-un oont kohm'n ows shvah-bun-lahnt]
Solo: Ich kann spielen [ish kahn shpee-lun]
Class: Wir können spielen [veer ker-nun shpee-lun]
Solo: Auf der Trompete [owf dair trom-pet-uh]
Class: Auf der Trompete [owf dair trom-pet-uh]
Solo: Ta- ra-ta-ta, Ta-ra-ta-ta, Ta-ra-ta-ta-ta-ta.
Class: Ta- ra-ta-ta, Ta-ra-ta-ta, Ta-ra-ta-ta-ta-ta.

APPENDIX 8-F
"WE ARE GOOD MUSICIANS": WORDS AND MUSIC

2. Solo: Ich bin ein Musikante und komm aus Schwabenland.

Class: Wir sind auch Musikanten und komm'n aus Schwabenland.

Solo: Ich kann auch schlagen! [SHLAH-gun]

Class: Wir können auch schlagen [SHLAH-gun]

Solo: die große Trommel, [TROM-ul]

Class: die große Trommel: [TROM-ul]

Pum pum perum, pum pum perum,
pum pum perum, pum pum perum,
pum pum perum, pum pum perum,
pum pum perum, perum.

3. Solo: Ich bin ein Musikante und komm aus Schwabenland.

Class: Wir sind auch Musikanten und komm'n aus Schwabenland

Solo: Ich kann auch spielen! [SHPEE-lun]

Class: Wir können auch spielen! [SHPEE-lun]

Solo: die kleine Flöte, [FLEHR-tuh]

Class: die kleine Flöte: [FLEHR-tuh]

Tü tü tü tü, tü tü tü tü, [too]
tü tü tü tü, tü tü tü tü,
tü tü tü tü, tü tü tü tü,
tü tü tü tü, tü tü.

APPENDIX 8-G
RECIPES FROM *SCHWABENLAND* (SWABIA)

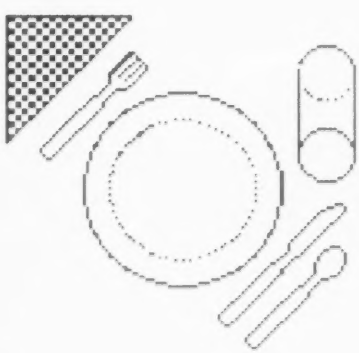
VEGETABLE EINTOPF

1 lb. bacon (diced)
1¼ lb. green beans (washed, stringed, snapped)
½ lb. carrots (peeled, diced)
2 medium apples (peeled, cored, sliced)
2 medium pears (peeled, cored, sliced)
1¼ lb. potatoes (peeled, diced)
3 cups water
salt
pepper

You will need the following:

- large soup pot with a lid
- ladle
- pot holders

Prepare fruits and vegetables and set aside. Bring the water to a boil and add the diced bacon. Lower heat and simmer for 30 minutes. Add remaining ingredients, partially cover pot with lid, and simmer, stirring occasionally, for 1 hour. Season to taste. Serves 6–8.



APPENDIX 8-G
RECIPES FROM *SCHWABENLAND* (SWABIA)

1¼ lb. flour
2 eggs or more
⅛ tsp. salt
1⅓ cup water or milk
¼ cup melted butter

You will need the following:

- large pot of boiling salted water
- measuring cup
- measuring spoons
- colander
- small bowl
- large bowl
- wooden spoon
- pot holders

Sift the flour into the large bowl. Beat the eggs and salt together in the small bowl. Form a "well" in the middle of the flour and mix the eggs in a little at a time. Gradually stir in the water, taking care to avoid lumps. Beat the dough with the wooden spoon until air bubbles form. Press the dough through the holes in the colander into the boiling salted water. Cook 5–8 minutes. Drain and serve with melted butter.

APPENDIX 8-G
RECIPES FROM *SCHWABENLAND* (SWABIA)

DEUTSCHE BRETZEL
(SOFT GERMAN PRETZELS)

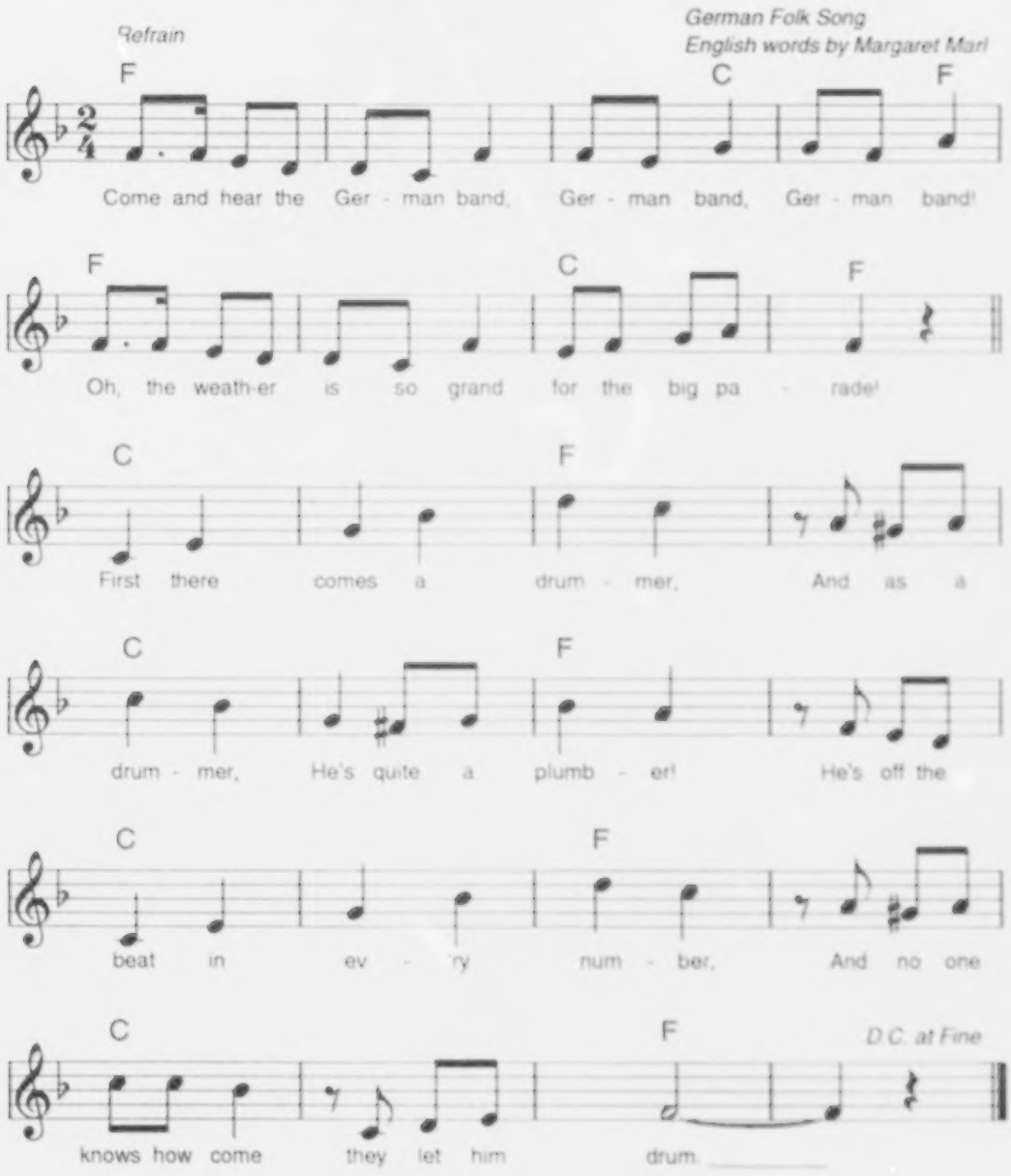
½ cup warm water (105° to 115° F)
1 Tbsp. dry yeast
1 cup milk
¼ cup honey or sugar
½ stick butter or margarine, softened
1 large egg, separated
1 tsp. salt
4½–5 cups flour
8 cups water
8 tsp. baking soda
¼ cup coarse salt (optional)

You will need the following:

- large mixing bowl
- measuring cup
- measuring spoons
- small bowl (for yeast)
- two small bowls or cups (for separated egg)
- large spoon
- wax paper or board (for kneading dough)
- several baking sheets
- small towel
- spatula
- pastry brush
- pot holders

Preheat oven to 375° F. Place warm water in small bowl and stir in yeast. Let stand until yeast foams (about 10 minutes). Stir until all yeast is dissolved and pour into large mixing bowl. Add milk, honey, butter, egg yolk, and salt, stirring after each addition. Stir together flour and baking soda. Slowly stir in liquid mixture until dough is stiff enough to knead. Knead with the heel of the hand for about 5 minutes. Cover dough with towel and let rise for 1 hour.

Pinch off golf-ball-size pieces of risen dough and roll each piece into snake-like strips about 18 inches long and ½ inch thick. Twist each into a pretzel shape and place on baking sheet using a spatula. Brush with egg white and sprinkle with coarse salt. Bake at 375° until golden brown on bottom (about 15–20 minutes. They taste best when eaten warm.

APPENDIX 8-H
"THE GERMAN BAND": WORDS AND MUSIC

Refrain
German Folk Song
English words by Margaret Marl
F C F
Come and hear the Ger - man band, Ger - man band, Ger - man band!
F C F
Oh, the weath-er is so grand for the big pa - rade!
C F
First there comes a drum - mer, And as a
C F
drum - mer, He's quite a plumb - er! He's off the
C F
beat in ev - ry num - ber, And no one
C F D.C. at Fine
knows how come they let him drum.

Next come brasses playing,
It sounds like neighing,
Or donkeys braying!
And all the people there are saying,
"Let's stuff 'em up with hay
So they won't play! *(Refrain)*

Next comes our police force,
Three men and one horse,
I wonder who's boss
Although their leader shouts his head off,
With his a-hep, a-hep,
They're out of step *(Refrain)*

APPENDIX 8-1
TRADITIONAL GERMAN DRESS

APPENDIX 8-J
MAP OF GERMANY: SCHWABENLAND

9. A BIT OF THIS AND A BIT OF THAT
(EIN BISSCHEN DIES UND EIN BISSCHEN DAS)

TARGET GROUP: Grades K–5

This potpourri of "little" activities is designed to expose children to some linguistic basics of two cultures.

TIME: 12 days

SUBJECT AREAS

Social Studies	Mathematics
Language Arts	Art
Foreign Language	Music

CONCEPTS

Citizen Knowledge	Listening
Cultural Understanding	Numbers and Number Concepts
Economics	Patterns and Relations
Reading	Data Analysis and Probability
Writing	Using a Variety of Media
Oral Communication	Illustrating
Visual Literacy	Drawing/Painting
Core Foreign Vocabulary	

OBJECTIVES

Students will:

1. Explore simple words and sounds common to their language and another language (German).
2. Apply the simple words from another language in other activities (i.e., books, games, songs, puzzles)
3. Compare simple words and sounds in English and another language (German).

MATERIALS PROVIDED

- Color Concept Cards in English and German (Appendix 9-A)
- Special People in My Life: Name and Title List (Appendix 9-B)
- Animal Names in English and German (Appendix 9-C)
- "Old MacDonald" words in English and German (Appendix 9-D)
- "Puff the Magic Dragon" words in English and German (Appendix 9-E)
- Number Concept Cards in English and German (Appendix 9-F)

- Math Games (Appendix 9-G)
- German Number Puzzle (Appendix 9-H)
- Days of the Week in English and German (Appendix 9-I)
- Courtesy Words in English and German (Appendix 9-J)
- Food Pyramid and Food Words in English and German (Appendix 9-K)
- Money Concept Cards (Appendix 9-L)
- German Grocery Ad (Appendix 9-M)

ADDITIONAL MATERIALS NEEDED

- Chalkboard or Dry-Wipe Board, chalk or markers
- Copies of Color Concept Cards for each student
- Paper for graphing data
- *Brown Bear, Brown Bear, Who Do You See* by Bill Martin, Jr.
- Writing paper
- Construction paper
- Poster or mural paper
- Crayons, markers, watercolors
- Blocks/counters/dry lima beans/small objects
- Dice/number cubes/egg carton/buttons
- Paper and pencil
- Copies of German Number Puzzle for each student
- Chart tablet
- 3" x 5" filing cards
- Transparent tape
- German-speaking resource person, if possible
- Copies of German Money Concept Cards for each student
- Copies of German Grocery Ad for each student

ACTIVITIES

Introduction

1. Discuss with students the following questions:
   a. What language do we all speak?
   b. Have you known anyone who spoke a different language from ours? What language did they speak?
   c. Did any of their words sound like ours? Which ones? Could you understand them when they spoke?
   d. What language is spoken by boys and girls in Germany?

Color Words

2. To explore color words and compare their sounds for similarity, present the word "*rot*" [ROTE] and ask class members what English color word it brings to mind. Class members could then be divided into teams, small groups, or pairs. A complete set of color concept cards in both English and German may be used for the activity (see Appendix 9-A). Orally present each color word below and write it on the chalkboard. (The

indications in parentheses are to help the teacher pronounce the German words; they should not be written on the board.)

rot	[ROTE]	red
gelb	[GELP]	yellow
blau	[rhymes with "cow"]	blue
orange	[or-AWN-juh]	orange
grün	[GREWN]	green
purpur	[POOR-POOR]	purple
rosa	[ROW-zuh]	pink
braun	[BROWN]	brown
schwarz	[SHVORTS]	black
weiss	[VICE]	white

Teams should discuss potential answers and come to concensus about what they believe is the most likely answer. These answers may then be recorded. When all ten colors have been presented, team scores may be compared. Have teams graph the number of color words they were able to "hear" from the German. Students may then produce their own color concept cards to include in their German Project Portfolio. Later, rounds of this game may be played individually in a learning center or as a "five-minute activity" in the large group.

Names and Titles for Family and Friends

3. Create a blank gallery frame (Appendix 9-B) on poster board or mural paper for each student. Have each student draw pictures of the significant persons in their lives, with their own picture drawn in the larger center frame. Under each picture have students write the person's name and relationship, then research the proper German noun and write it on the second line under each picture.

Animal Names

4. Introduce the German version of the song "Old MacDonald Had A Farm". After singing the English language version, sing the German language version (Appendix 9-D). Create an "Old MacDonald" (Old MacDonald hat ein Haus) bulletin board to illustrate the folk song. Students may enjoy singing "Puff, The Magic Dragon" in German (Appendix 9-E).

5. Read the book *Brown Bear, Brown Bear* by Bill Martin, Jr. Allow students to select other animals, family, or people and write a similar book using their own ideas. They should then be given the opportunity to illustrate the book they wrote. If a German language teacher or other German-speaking person is available, students may translate the text into German as well as reading the English (see Appendix9-C).

Number Words

6. Using blocks, counters, lima beans, or other small objects, introduce the

concept of a number, then the English word for the number concept, and lastly, the German number word. The Number Concept Cards (Appendix 9-F) may be duplicated for each child and used with the activity.

7. Depending upon the ages of the students involved, play either Game A, Game B, or both Games A and B in Appendix 9-G.

8. Provide each student with a copy of the German Number Puzzle (Appendix 9-H). Class members may work individually, in pairs, or in small groups to solve the puzzle. With older students, the activity may be made more challenging by disallowing the use of Number Concept Cards, by scrambling the German number words, or by racing to complete the activity. Stress the pattern in German number words when working with students.

Days of the Week

9. Introduce the names of the days of the week in both English and German. On the chalkboard or a chart tablet, record today's name in English and in German. As the week goes along, continue to record both names on the chart. On Friday, record Saturday's names and on Monday, record Sunday's names in addition to the names for the current day. (See Appendix 9-I for the names of the days of the week in German.)

10. Once all seven days have been discussed and recorded, provide each student with seven 3" x 5" filing cards. Have them record the name of one day of the week on each card, in German on the front and in English on the back. Provide each student with seven 3"x 5" pieces of paper and tape. Fasten the paper pieces over the English name, taping at the top only, so that the English name is covered and out of sight but the paper strip may be lifted for self-checking.

    Once the activity cards are complete, ask students questions such as:

    - On which day of the week do we not have school?
    - Our class has gym on which day?
    - What day is today?

    All questions should be answerable using one or more days of the week. To answer the questions, have students hold up cards with the German day name facing you. Responses may be checked visually by moving about the classroom.

    To provide a higher level of thinking skills for this activity, the students may work in small groups with a questioner, making up their own questions. With older or more able students, pose multiple-step questions (e.g.. Valerie went to her Grandmother's house on the first day of her

weekend break from school. Her cousin Christopher had been to visit *their grandmother three days* before Valerie arrived. Another cousin, Vanessa had been there the day before Christopher. What day did Vanessa visit her Grandmother? Have students explain how they determined their answer.

Courtesy

11. Introduce the folk song "On the Bridge of Avignon". Then introduce a different set of lyrics, *"Vielen Dank!"* from *"Eine Kleine Deutschmusik"* by Uwe Kind (see Teacher Resources). Talk about the concept of using courtesy words and phrases such as *"Vielen Dank"* ("Many Thanks".) Ask students to suggest other courtesy words or phrases they commonly use. Invite a German-speaking person into your classroom, if possible, to talk about courtesy words and phrases. Ask the person to translate the courtesy word list developed by the class and share others common in Germany. Have the class write a thank you note or notes if student writing skills are strong enough, to their German-speaking guest. Urge them to use as many of the courtesy words and phrases as possible in German as they write.

    Should no German-speaking person be available, a list of such words is provided in Appendix 9- J.

Food Words

12. Introduce the newly developed USDA food pyramid concept. Have class members make a similar pyramid, substituting actual food names for the various parts of the pyramid. Once this task has been completed, have students develop a similar pyramid using the German words and send the pyramid to a sister class in Germany if one is available. Also ask them to write a description of why the sections of the pyramid are designed as they are (i.e., relative size of sections). Appendix 9-K will provide some food terms and the pyramid model.

Money Words

13. Review with the class the various coins and bills commonly used in the United States. Be sure to include $100, $50, $20, $10, $5, and $1 bills as well as 50-, 25-, 10-, 5-, and 1-cent coins.

    Using the German Money Concept Cards included in Appendix 9-L, give students the opportunity to become familiar with common German money. Introduce the terms *"Deutsche Mark"* and the symbol DM along with the term "dollar" and its symbol. Also discuss *"Pfennig"* (PF) and "cent." Using a grocery ad in English, count out or illustrate the coins needed to purchase various items shown. Repeat the process using the German grocery ad in Appendix 9-M and the German money included in the concept cards (Appendix 9-L).

Discuss the matter of Germany joining the European Community. Explain that German boys and girls will soon face the prospect of having an entirely new monetary system and the introduction of a new group of coins, bills, or other currency. If students in your class were faced with the prospect of a worldwide system of coins, bills, or other currency and were given the opportunity to design such monetary units for the world (e.g., coins, beans, teeth, shells), what system would they design? Discuss the concept of having a commodity of value to back up any "abstract units of exchange" (e.g., a ton of sand is too heavy to exchange for a pound of butter, but a lima bean backed by the value of a ton of sand could easily be exchanged for a pound of butter). Use the United States system of backing their abstract units of exchange (i.e., coins, bills, checks, drafts, etc.) with commodities of value such as gold and silver.

Have students, either individually or in small groups, model or illustrate the worldwide monetary system they would design.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Participation
- Ability to communicate orally
- Ability to read and follow directions
- Listening skills
- Ability to collect, graph, and use data
- Ability to make comparisons
- Ability to recognize, complete, and expand patterns
- Ability to produce visual representations of ideas
- Understanding of the components of culture
- Ability to determine similarities and difference between two cultures
- Ability to communicate in writing
- Ability to demonstrate number concepts
- Ability to verbalize the days of the week
- Ability to pose and solve problems
- Understanding of the food pyramid
- Understanding of the United States monetary system
- Ability to recognize foreign language (German) words (color words, names and titles, animal names and sounds, number words, names of the days of the week, courtesy words, food names, monetary words)

ENRICHMENT ACTIVITIES

1. Stage a "Language Fair" in your school, public library, or other location. Display projects developed in Activities 1–13. Have students demonstrate the activities for those viewing the fair.

2. Have students write an article for a local newspaper explaining their language experiences. Urge them to include what they have done and what they have learned.

TEACHER RESOURCES

H. Amery & S. Cartwright, *The First Hundred Words in German*. Tulsa, OK: EDC Publishing, 1988. ISBN 0-7460-0365

Margaret Wise Brown, *Big Red Barn*. Scranton, PA: Harper & Row, 1989. ISBN 0-06-026748-5

H. Davies, *The Beginner's German Dictionary*. Tulsa, OK: EDC Publishing, 1988. ISBN 0-7460-0018-9

Going To Grandma's. Troy, MI: Kids World Press, 1991. ISBN 1-88-6449-00-5

Jim Haskins, *Count Your Way Through Germany*. Minneapolis: CarolrhodeBooks, 1990. ISBN 0-87614-407-5

Kristine Kershul, *German in Ten Minutes a Day*. Menlo Park, CA: Lane Publishing Co. ISBN 0-944502-19-9

Uwe Kind, *Eine Kleine Deutschmusik*. New York: Langenscheidt. ISBN 3-468-96796

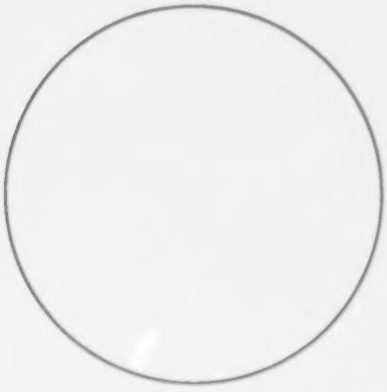
Bill Martin, Jr., *Brown Bear, Brown Bear, What Do You See?* Salt Lake City, UT: Holt, 1988. ISBN 0-8050-0211

The Renyi German Picture Dictionary. Ontario, Canada: Renyi, Inc. ISBN 0-921666-20-6

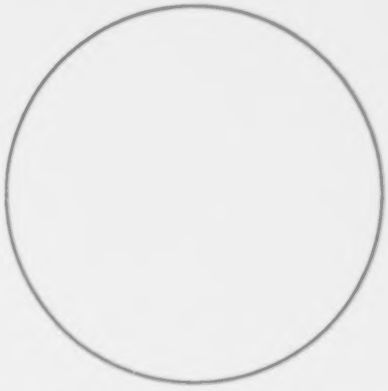
Jürgen Schöntges Hrsg. *Freche Lieder - Liebe Lieder*, mit Bildern von Rotraut Susane Berner, 5. Aufl.1992, Verlag Büchergilde Gutenberg, 60329 Frankfurt/M. (picture in this publication adapted, not original!)., American original music and text: Peter Yarrow/ Leonard Lipton, Warner/Chappel Music GmbH Germany, Ismaninger St. 21, 81675 München, Warner/Chappel, Los Angeles, CA. This beautifully illustrated song book for children offers a large and excellent collection of German songs as well as some songs from other countries, it comes with two audio-tapes.

Amy Schwartz, *Oma & Bebo*. Bradberry Press.

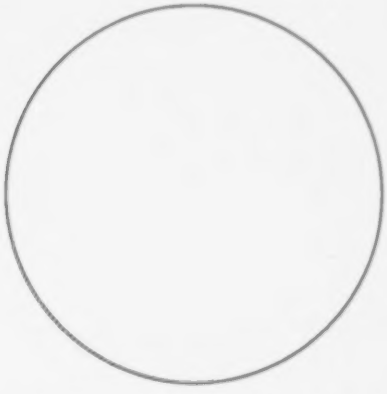
APPENDIX 9-A
COLOR CONCEPT CARDS IN ENGLISH AND GERMAN



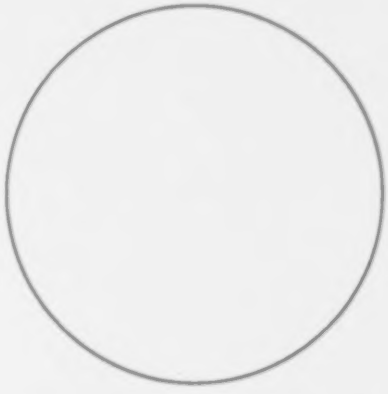
rot red



gelb yellow

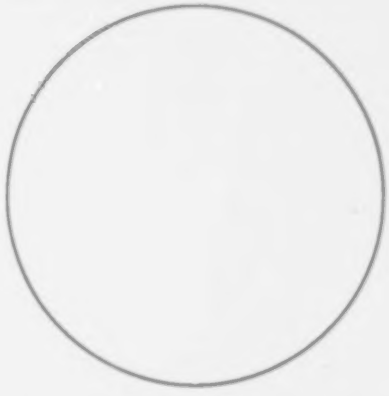


blau blue



orange orange

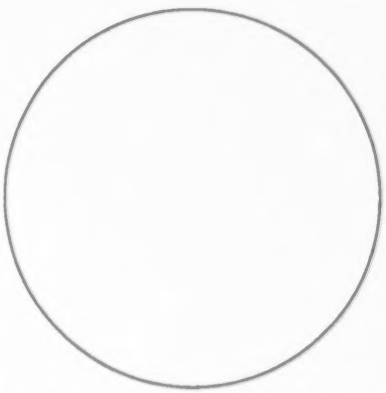
purpur purple



rosa pink

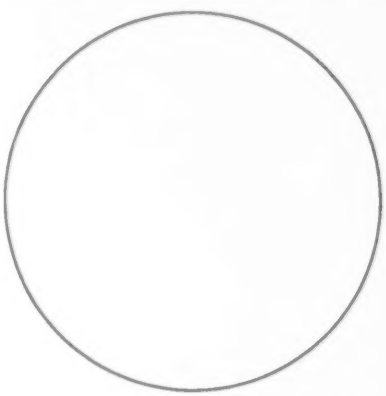
APPENDIX 9-A
COLOR CONCEPT CARDS IN ENGLISH AND GERMAN

braun brown



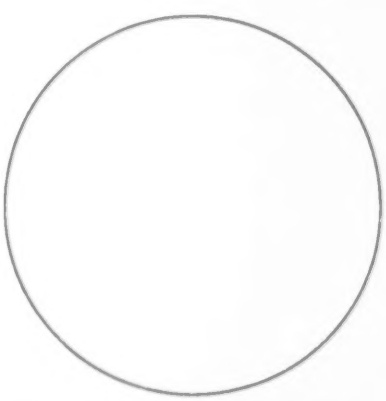
schwarz black

weiss white



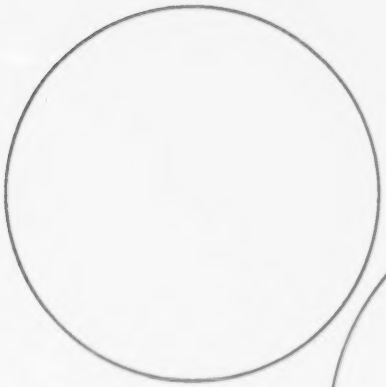
grün green

grau grey

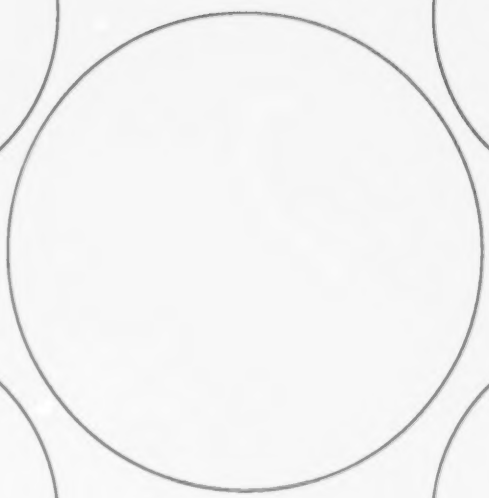


türkis turquoise

APPENDIX 9-B
SPECIAL PEOPLE IN MY LIFE
PICTURE GALLERY

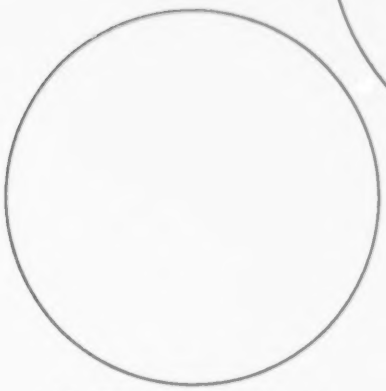


Grandma Amos
Oma Amos

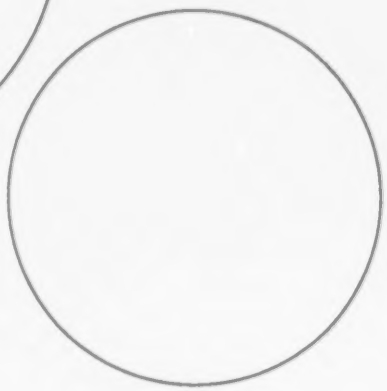


Mom and Dad
Mutti und Vati

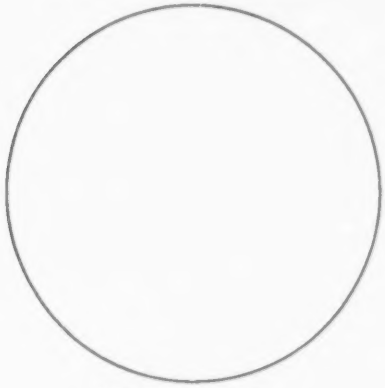
Grandpa Kennedy
Opa Kennedy



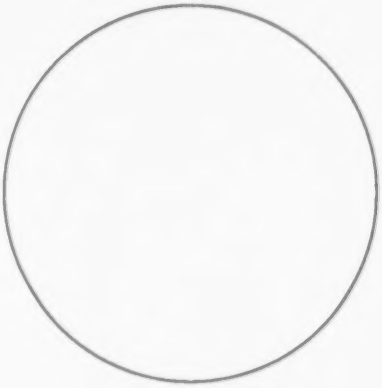
My Teacher–Mrs. Smith
die Lehrerin–Frau Schmidt



Aunt Marion
Tante Marion



My Friend–Judy
die Freundin–Judy



Aunt and Uncle Barr
Tante und Onkel Barr

APPENDIX 9-B
SPECIAL PEOPLE IN MY LIFE
NAME AND TITLE LIST

Grandmother	*die Grossmutter* [dee GROSS-moo-ter]
Grandma, Nana	*Oma or Omi* [O-muh, O-mee]
Grandfather	*der Grossvater* [dair GROSS-fah-ter]
Grandpa	*Opa or Opi* [O-puh, O-pee]
Mother	*die Mutter* [dee MOO-ter]
Mom, Mommie	*Mutti* [MOO-tee]
Father	*der Vater* [dair FAH-ter]
Dad, Daddy	*Vati* [FAH-tee]
Sister	*die Schwester* [dee SHVES-ter]
Brother	*der Bruder* [dair BROO-der]
Aunt	*die Tante* [dee TAHN-tuh]
Uncle	*der Onkel* [dair OHNG-kul]
Cousin (female)	*die Kousine* [dee koo-ZEE-na]
Cousin (male)	*der Vetter* [dair FET-ter]
Daughter	*die Tochter* [dee TOC-ter]
Son	*der Sohn* [dair ZONE]
Friend (female)	*die Freundin* [dee FROIN-din]
Friends (female)	*die Freundinnen* [dee FROIN-din-en]
Friend (male)	*der Freund* [dair FROINT]
Friends (male or male & female)	*die Freunde* [dee FROIN-duh]
Teacher (female)	*die Lehrerin* [dee LAIR-er-in]
(male)	*der Lehrer* [dair LAIR-er]
Principal (female)	*die Schulleiterin* [dee SHOOL-light-er-in]
(male)	*der Schuldirektor* [dair SHOOL-di-rec-tor]
Neighbor (female)	*die Nachbarin* [dee NOCK-bar-in]
Neighbors (female)	*die Nachbarinnen* [dee NOCK-bar-in-en]
Neighbor (male)	*der Nachbar* [dair NOCK-bar]
Neighbors (male or male & female)	*die Nachbarn* [dee NOCK-barn]

APPENDIX 9- C
ANIMAL NAMES

cow	*die Kuh* [dee KOO]
pig	*das Schwein* [dahs SHVINE]
cat	*die Katze* [dee KAHTS-uh]
dog	*der Hund* [dair HOONT]
chicken	*das Huhn* [dahs HOON]
rooster	*der Hahn* [dair HAHN]
duck	*die Ente* [dee EN-tuh]
bird	*der Vogel* [dair FO-gul]
donkey	*der Esel* [dair AY-zul]
turkey	*der Truthahn* [dair TROOT-hahn]
sheep	*das Schaf* [dahs SHAHF]
horse	*das Pferd* [dahs PFAIRT]
frog	*der Frosch* [dair FROSH]
mouse	*die Maus* [dee MOUSE]
bat	*die Fledermaus* [dee FLAY-dur-mouse]
woodpecker	*der Specht* [dair SHPEKT]
swan	*der Schwan* [dair SHVAHN]
bear	*der Bär* [dair BARE]
fox	*der Fuchs* [dair FOOKS]
squirrel	*das Eichhörnchen* [dahs IKE-horn-shen]

APPENDIX 9- C
ANIMAL NAMES

cow	*die Kuh* [dee KOO]
pig	*das Schwein* [dahs SHVINE]
cat	*die Katze* [dee KAHTS-uh]
dog	*der Hund* [dair HOONT]
chicken	*das Huhn* [dahs HOON]
rooster	*der Hahn* [dair HAHN]
duck	*die Ente* [dee EN-tuh]
bird	*der Vogel* [dair FO-gul]
donkey	*der Esel* [dair AY-zul]
turkey	*der Truthahn* [dair TROOT-hahn]
sheep	*das Schaf* [dahs SHAHF]
horse	*das Pferd* [dahs PFAIRT]
frog	*der Frosch* [dair FROSH]
mouse	*die Maus* [dee MOUSE]
bat	*die Fledermaus* [dee FLAY-dur-mouse]
woodpecker	*der Specht* [dair SHPEKT]
swan	*der Schwan* [dair SHVAHN]
bear	*der Bär* [dair BARE]
fox	*der Fuchs* [dair FOOKS]
squirrel	*das Eichhörnchen* [dahs IKE-horn-shen]

APPENDIX 9-D
OLD MACDONALD: ENGLISH AND GERMAN WORDS

2. Old Mac Donald hat ein Haus, hi-a-hi-a-ho.
   Da schaut ein Pferd zum Fenster raus, hi-a-hi-a-ho.
   Das macht ihh [ee], ihh hier und macht ihh, ihh da,
   hier mal ihh, da mal ihh, überall machts ihh, ihh!
   Old Mac Donald hat ein Haus, hi-a-hi-a-ho.

3. Old Mac Donald hat ein Haus, hi-a-hi-a-ho.
   Da schaut eine Maus zum Fenster raus, hi-a-hi-a-ho.
   Die macht piep [peep], piep hier und macht piep, piep da,
   hier mal piep, da mal piep, überall machts piep, piep!
   Old Mac Donald hat ein Haus, hi-a-hi-a-ho.

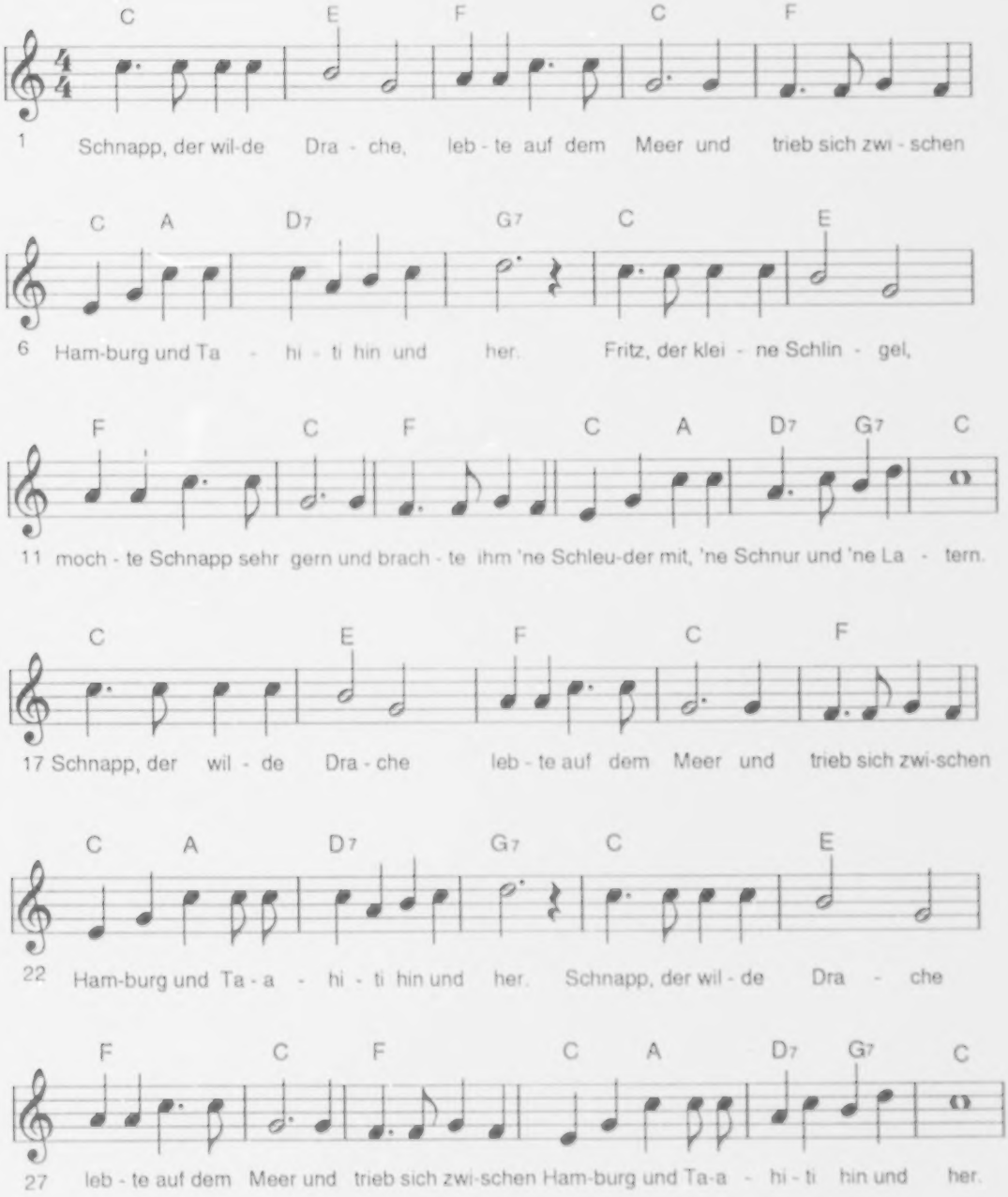
4. Old Mac Donald hat ein Haus, hi-a-hi-a-ho.
   Da schaut eine Gans zum Fenster raus, hi-a-hi-a-ho.
   Die macht quack [kwahk], quack hier und macht quack quack da,
   hier mal quack, da mal quack, überall machts quack, quack!
   Old Mac Donald hat ein Haus, hi-a-hi-a-ho.

5. Old Mac Donald hat ein Haus, hi-a-hi-a-ho.
   Da schaut ein Schwein zum Fenster raus, hi-a-hi-a-ho.
   Die macht quiek [kweek], quiek hier und macht quiek, quiek da,
   hier mal quiek, da mal quiek, überall machts quiek, quiek!
   Old Mac Donald hat ein Haus, hi-a-hi-a-ho.

6. Old Mac Donald hat ein Haus, hi-a-hi-a-ho.
   Da schaut eine Kuh zum Fenster raus, hi-a-hi-a-ho.
   Die macht muh [moo], muh hier und macht muh, muh da,
   hier mal muh, da mal muh, überall machts muh, muh!
   Old Mac Donald hat ein Haus, hi-a-hi-a-ho.

7. Old Mac Donald hat ein Haus, hi-a-hi-a-ho.
   Da schaut ein Huhn zum Fenster raus, hi-a-hi-a-ho.
   Die macht gacker [gacker], gacker hier und macht gacker, gacker da,
   hier mal gacker, da mal gacker, überall machts gacker, gacker!
   Old Mac Donald hat ein Haus, hi-a-hi-a-ho.

APPENDIX 9-E
PUFF THE MAGIC DRAGON: WORDS AND MUSIC


C E F C F
1 Schnapp, der wil-de Dra - che, leb - te auf dem Meer und trieb sich zwi - schen
C A D7 G7 C E
6 Ham-burg und Ta - hi - ti hin und her. Fritz, der klei - ne Schlin - gel,
F C F C A D7 G7 C
11 moch - te Schnapp sehr gern und brach - te ihm 'ne Schleu-der mit, 'ne Schnur und 'ne La - tern.
C E F C F
17 Schnapp, der wil - de Dra - che leb - te auf dem Meer und trieb sich zwi-schen
C A D7 G7 C E
22 Ham-burg und Ta - a - hi - ti hin und her. Schnapp, der wil - de Dra - che
F C F C A D7 G7 C
27 leb - te auf dem Meer und trieb sich zwi-schen Ham-burg und Ta-a - hi - ti hin und her.

APPENDIX 9-E
SCHNAPP, DER WILDE DRACHE
(PUFF, THE MAGIC DRAGON)

2. So reisten sie dann beide,
ganz ohne Segelschiff,
von Hamburg bis nach nirgendwo
um Klippen und um Riff.
Könige verneigten sich,
Piraten gaben auf,
wenn nicht, dann brüllte Schnapp ganz laut
und Fritz saß auf ihm drauf.

Schnapp ... (Refrain)

3. So'n Drache, der lebt ewig,
doch Fritzchen wurde groß;
Schleuder, Schnur und Segelschiff,
das langweilte ihn bloß.
Und eines Tags geschah es:
Fritz ging nicht mehr ans Meer
das brüllte Schnapp der Drache laut
und ärgerte sich sehr.

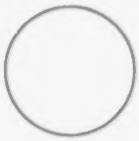
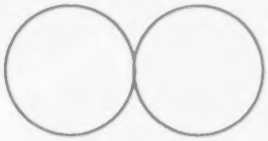
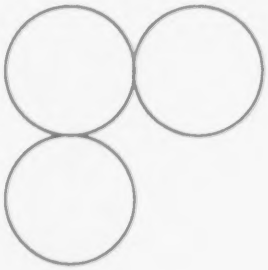
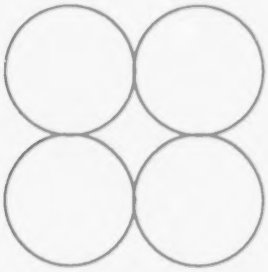
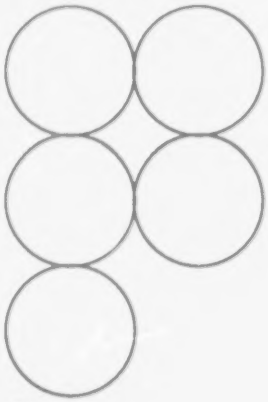
Schnapp ... (Refrain)

4. Dann wurde Schnapp sehr traurig,
schlapp hing der Schwanz von Schnapp,
schwamm nicht mehr zwischen
Hamburg und Tahiti auf und ab.
Ganz ohne einen Freund
war Schnapp jetzt ganz allein,
so sank er auf den Meeresgrund,
er schnarchte und schlief ein – und träumte:

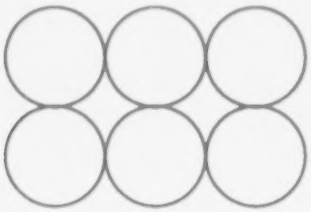
Schnapp ... (Refrain)

5. Schnapp, der wilde Drachen ... (Repeat: Stanza 1)

APPENDIX 9-F
NUMBER CONCEPT CARDS IN ENGLISH AND GERMAN

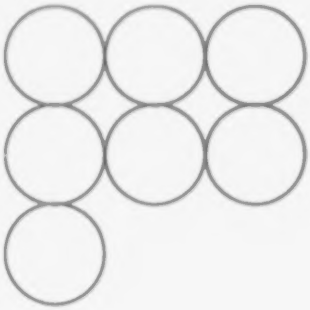
0 zero null	 1 one eins
 2 two zwei	 3 three drei
 4 four vier	 5 five fünf

APPENDIX 9-F
NUMBER CONCEPT CARDS IN ENGLISH AND GERMAN



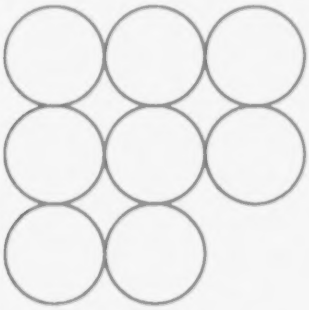
6

six sechs



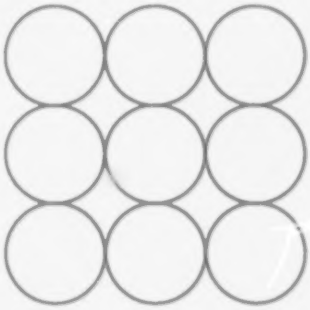
7

seven sieben



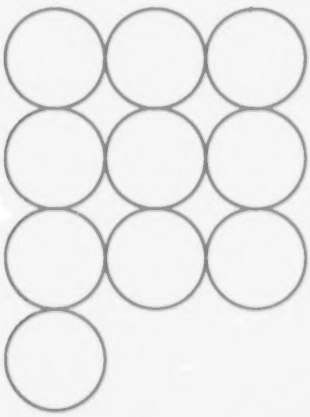
8

eight acht



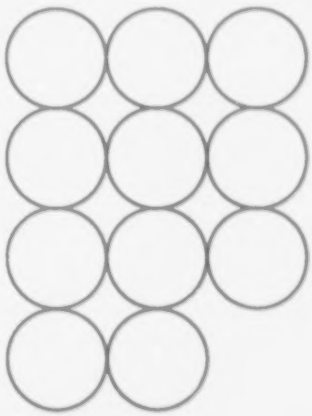
9

nine neun



10

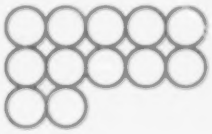
ten zehn



11

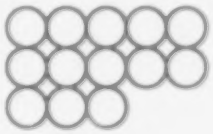
eleven elf

APPENDIX 9-F
NUMBER CONCEPT CARDS IN ENGLISH AND GERMAN



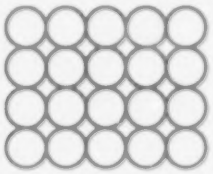
12

twelve zwölf



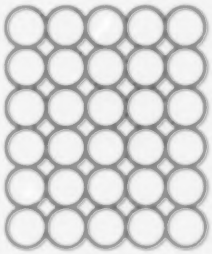
13

thirteen dreizehn



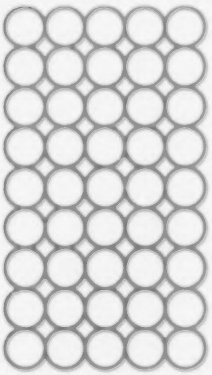
20

twenty zwanzig



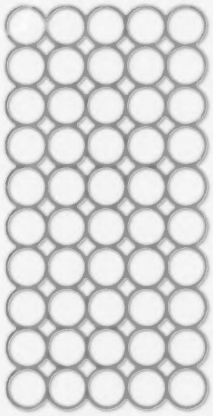
30

thirty dreissig



40

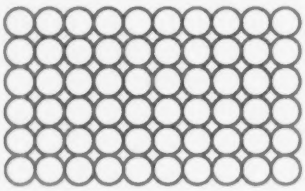
forty vierzig



50

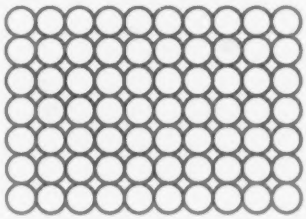
fifty fünfzig

APPENDIX 9-F
NUMBER CONCEPT CARDS IN ENGLISH AND GERMAN



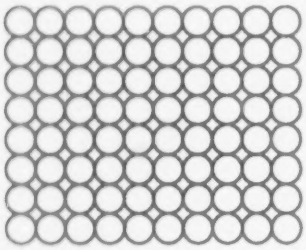
60

sixty sechzig



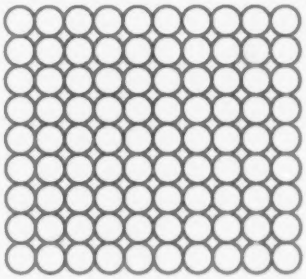
70

seventy siebzig



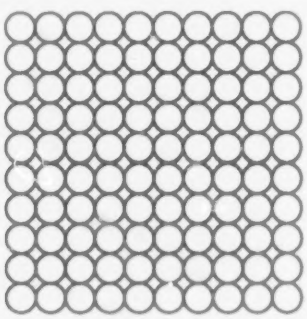
80

eighty achtzig



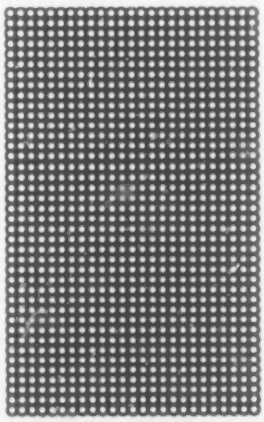
90

ninety neunzig



100

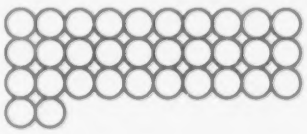
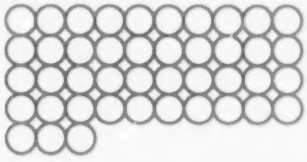
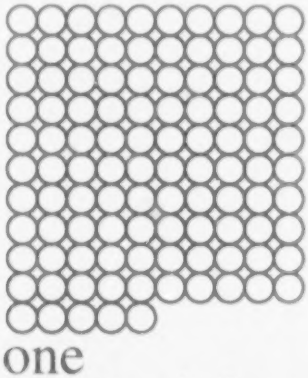
hundred hundert



1,000

thousand tausend

APPENDIX 9-F
NUMBER CONCEPT CARDS IN ENGLISH AND GERMAN

21 twenty one einund-zwanzig	 32 thirty two zweiund-dreissig
 43 forty three dreiund-vierzig	1,000,000 million Million
 105 one hundred and five hundert-undfünf	500 five hundred fünf-hundert

APPENDIX 9-G
MATH GAME "A"

Play this game in groups of 4 divided into 2 teams of 2 players each.

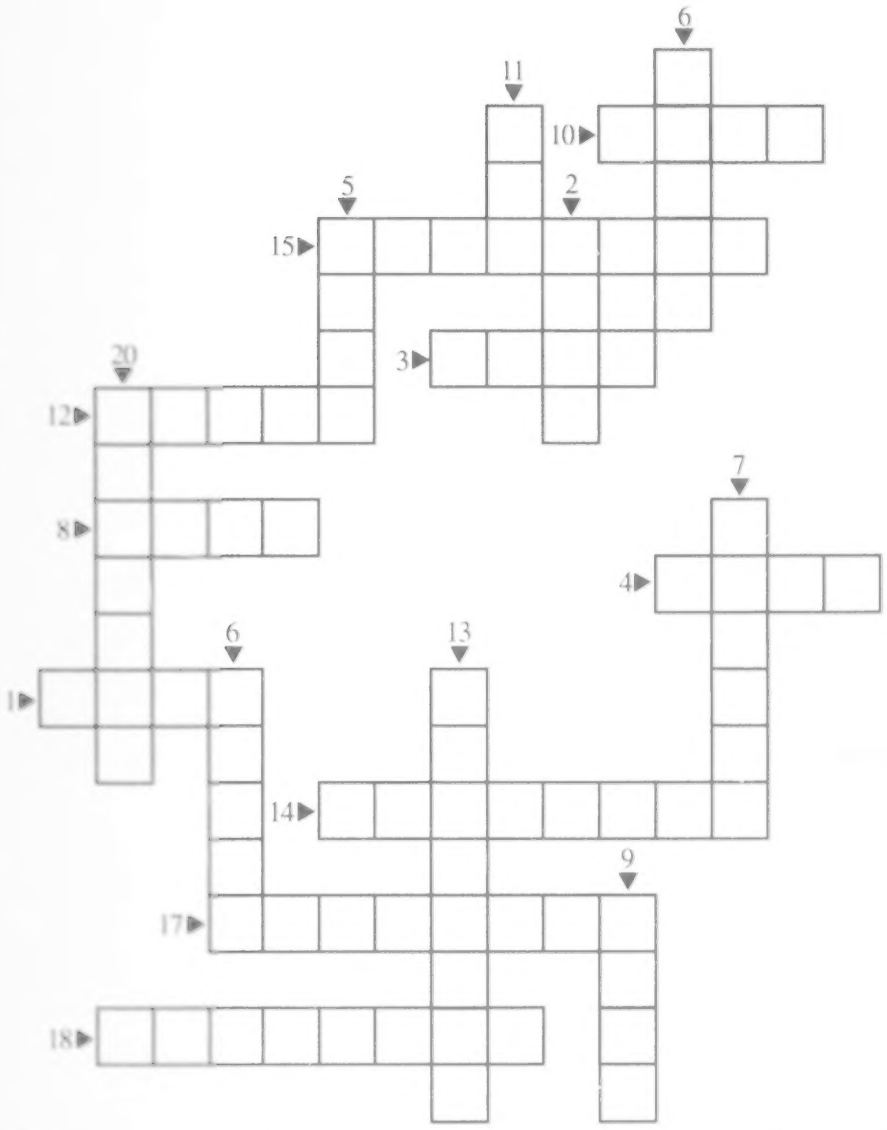
1. Teams take turns rolling the dice.
2. One team member must display the number rolled with the objects provided (e.g., counters, beans), while his/her partner must write both the English and the German word for the number concept.
3. The team of two correctly completing the task first receives a point.
4. Once scores have been recorded, the dice are rolled by the second team of two, and the displaying and recording process is repeated by both teams as before, except that this time the jobs of displaying and recording are reversed. This way each team member has an opportunity to display the concept of the number as well as to verbalize and write the concept in both English and German.
5. The team with the highest number of points at the end of the playing time is declared the winner.

NOTE: When playing with older or more able students, the activity may be adjusted to meet the ability and needs of the players by using an egg carton and two buttons or beams in place of the dice and larger numbers in each well of the egg carton.

MATH GAME "B"

1. The wells in an egg carton should be numbered 0–11 or 0–5 depending on the size of the carton.
2. Before play begins, make students aware of the basic mathematics operation they are to use in their game (+, −, x, ÷).
3. The two objects are placed in the egg carton and the lid is locked in place.
4. The teams take turns as in Game "A," shaking the egg carton and opening it. If subtraction is the operation of choice, the smaller number is subtracted from the larger number. In division, the smaller number is divided into the larger number.
5. Teams will then use objects to demonstrate the concept of the problem identified in the carton, record the problem in both English and German, then solve the problem and verbalize their solution. The first team to correctly complete all three parts of the task is declared the winner and receives a point.

APPENDIX 9-H
GERMAN NUMBER PUZZLE



eins	sechs	elf	vierzehn
zwei	sieben	zwölf	fünfzehn
drei	acht	neunzehn	sechzehn
vier	neun	zwanzig	siebzehn
fünf	zehn	dreizehn	achtzehn

APPENDIX 9-I
DAYS OF THE WEEK

Sunday	*Sonntag* [ZOHN-tahk]
Monday	*Montag* [MOHN-tahk]
Tuesday	*Dienstag* [DEENS-tahk]
Wednesday	*Mittwoch* [MIT-voh]
Thursday	*Donnerstag* [DOH-nairs-tahk]
Friday	*Freitag* [FRY-tahk]
Saturday	*Samstag* [ZAHMS-tahk]

APPENDIX J
COURTESY WORDS

Thank You	*Danke* [DAHNK-uh]
Many Thanks	*Vielen Dank* [FEEL-un DAHNK]
Thank You Very Much	*Danke schön* [DAHNK-uh SHERN]
Please	*Bitte* [BIT-uh]
May I?	*Darf ich?* [DARF-ish]
(Can I?)	*(Kann ich?)* [KAHN-ish]
Bless You	*Gesundheit* [ge-ZOONT-hite]
Sorry, Excuse Me	*Entschuldigung* [ent-SHOOLD-i-goong]
Pardon me, please	*Entschuldigen Sie* [-ZEE], Bitte
Mr.	*Herr* [HAIR]
Mrs.	*Frau* (FROW)
Miss	*Fräulein* (FROI-line)

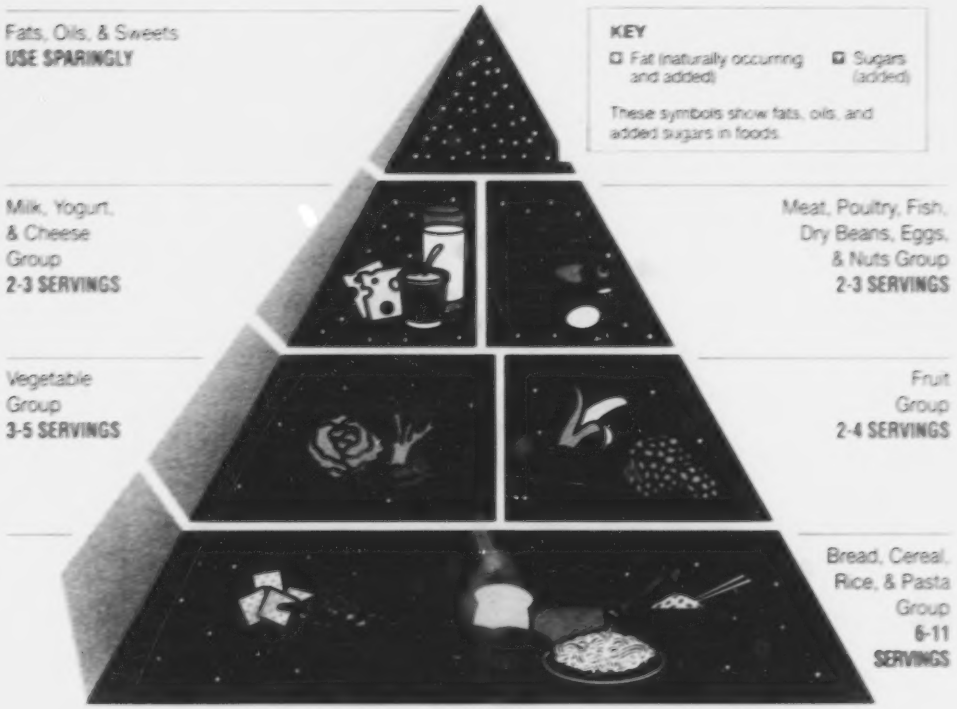
(Address people with Herr, Frau, Fräulein and their last name, not just their first name)

You (for people in general)	*Sie* [ZEE]
You (for friends)	*Du* [DOO]
Good Morning	*Guten Morgen* [GOO-ten-MORE-gen]
Good Day	*Guten Tag* [GOO-ten-TAHK]
Good Evening	*Guten Abend* [GOO-ten-AH-bent]
Good Night	*Gute Nacht* [GOO-tuh-NAHKT]
Enjoy your meal	*Guten Appetit* [GOO-ten-a-pet-TEET]
How are you?	*Wie geht es Ihnen?* [vee-GATE-es-EEN-en]
Good bye	*Auf Wiedersehen* [owf-VEE-dur-zane]

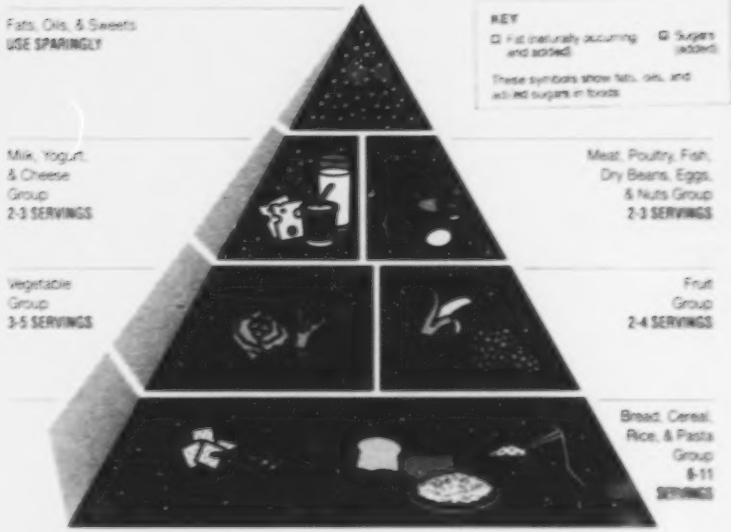
APPENDIX 9-K
FOOD LIST

French Fries	*pommes frites* [pom-FRITT]
Ice Cream	*Eis* [ICE]
Hot Dog	*Wurst mit Brot* [VOORST-mit-BROTE]
Hamburger	*Frikadelle* [FRIK-a-DELL-uh]
Candy	*Bonbon* [BOM-bom]
Milk	*Milch* [MILSH]
Cookies	*Kekse* [KEKS-uh]
Oranges	*Orangen* [or-ONJ-un]
Apples	*Äpfel* [EP-fel]
Bananas	*Bananen* [ba-NAN-en]
Corn	*Mais* [MICE]
Green Beans	*Grüne Bohnen* [GREW-nuh-BON-en]
Bread	*Brot* [BROTE]
Cheese	*Käse* [KAY-zuh]
Potatoes	*Kartoffeln* [kar-TOFF-eln]
Eggs	*Eier* [EYE-er]
Bacon	*Speck* [SHPEK]
Salad	*Salat* [zal-AHT]
Hot Chocolate	*Heisse Schokolade* [HICE-uh sho-ko LAH-duh]
Tomato Soup	*Tomatensuppe* [to-MAHT-en-zoop-uh]
Apple Juice	*Apfelsaft* [AHP-fel-zahft]

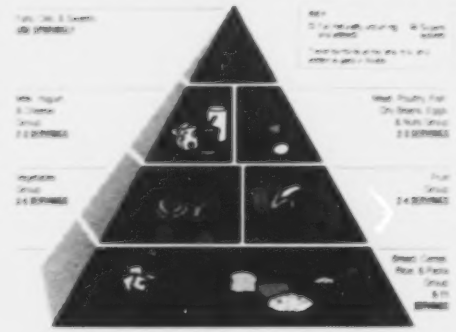
Food Guide Pyramid
A Guide to Daily Food Choices



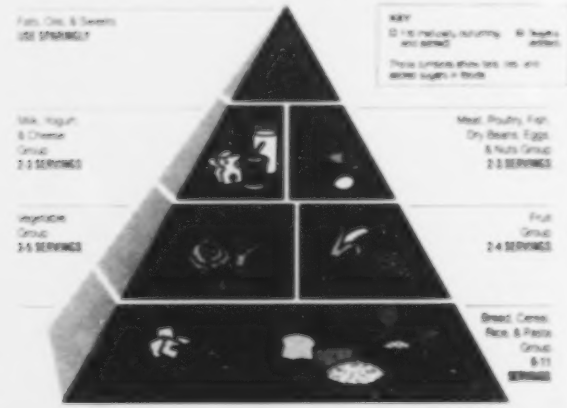
Food Guide Pyramid
A Guide to Daily Food Choices



Food Guide Pyramid
A Guide to Daily Food Choices



Food Guide Pyramid
A Guide to Daily Food Choices



BEST COPY AVAILABLE

APPENDIX 9-L
MONEY CONCEPT CARDS

BEST COPY AVAILABLE

APPENDIX 9-M
GERMAN GROCERY AD

SUPER STARK

Obst und Gemüse

Spanische **Pfirsiche**
KL I
1000 g Schale
2.49

Spanische **Wassermelonen**
Stück
3.99

Spanische **Paprika**
rot + grün, KL I
1000 g
3.99

Deutscher **Eisbergsalat**
KL I, Stück
1.49

Zentis Frühstücks-Konfitüre
versch. Sorten

-.99

je 225 g Becher

JACOBS Café Krönung oder Krönung Light
gemahlen

6.99

je 500 g Vac. Packung

BEST COPY AVAILABLE

10. DECEMBER CELEBRATIONS

TARGET GROUP: Grades 2–6

> In these activities, children have the opportunity to experience, compare, and contrast December celebrations from Germany with those of other cultures.

TIME: 5 days

SUBJECT AREAS

Social Studies	Mathematics
Language Arts	Art

CONCEPTS

Measuring Time	Symbols (holidays, religious)
Citizen Knowledge	Cultural Understanding
Using a Variety of Media	History and Geography
Following Directions	Cooperation
Listening	Oral Communication
Symmetry	Counting

OBJECTIVES

Students will

1. Identify common holiday and religious symbols.
2. Draw symbols.
3. Sequence Advent calendar "windows."
4. Identify the elements of other cultures in their community or region.
5. Construct a visual representation of the cultural element.
6. Involve family in cultural observation of a custom.
7. Understand and illustrate symmetry.
8. Learn about the origin of the Advent wreath.
9. Locate Germany on a map of the world.
10. See progression in time.
11. Follow directions.

MATERIALS PROVIDED

- Advent House Pattern (Appendix 10-A)
- Advent House Letter (Appendix 10-B)
- Calendar "Window" Pattern and Pictures (Appendix 10-C)
- Christmas Cookie Recipes (Appendix 10-D)

- Cornucopia Pattern (Appendix 10-E)
- St. Nicholas and His Helper (Appendix 10-F)
- "Silent Night" Phrase Strips (Appendix 10-G)

ADDITIONAL MATERIALS NEEDED

- Scissors
- Glue
- Colored pencils
- X-acto knife
- 11" x 14" cardboard
- 11" x 14" colored tagboard
- 8½" x 11" white tagboard
- 8½" x 11" sheet colored cellophane
- Tongue depressors (optional)
- ½" self-stick stars
- Glitter (optional),
- ½" red or green adhesive tape
- ½"-wide ribbon
- Assortment of Christmas seals
- Individually wrapped candy and small trinkets (optional)
- Green, purple, pink, and yellow 8½" x 11" construction paper
- Dinner-size paper plates
- Ingredients
- General cooking utensils

ACTIVITIES

1. **Advent House.** Enlarge pattern (see Appendix 10-A) to fit on 11" x 14" paper. Trace pattern on tagboard. Cut open 23 windows and front door (an X-acto knife works well). Draw and cut out 24 pictures depicting Christmas to go behind windows and door. Door scene could be Santa or nativity scene. Cut cellophane to fit behind windows allowing a slight overlap for a place to glue. Glue cellophane in place. Glue picture on cellophane. Close shutters with a stick-on star. Fold house on fold lines. Glue on glue tabs. Cut out roof (see Appendix 10-A). You may color the roof and glue it onto the tabs on the house. Or cut tongue depressors and glue them on in the pattern shown, then glue roof onto tabs. Cut a slit in the roof for the chimney (see pattern). Cut, fold, and glue chimney according to pattern. Insert chimney in slit about one-half inch.

   Have children take their Advent houses home with a letter (Appendix 10-B) explaining the cultural elements and how to use this activity.

2. **Advent Wreath.** Advent is celebrated the four Sundays before Christmas. This is a time set aside to prepare for the coming of the Christ Child who brings gifts on the Eve of Christmas. German families have a circle of greenery with four candles in the center that sits in the middle of their table. The first week, one candle is lighted, the second week, two candles, and so forth until all four candles

are lighted, heralding the many lights of the Christmas tree which are to appear in but a few more days. Traditionally, red candles were used, and more recently, white and violet.

a. The teacher needs a completed wreath and the materials for a wreath to demonstrate as the class goes along.

b. Students will each have a paper plate. The paper plate is folded in half (symmetry), and the inside is cut out leaving only the rim. This can be adjusted according to skill level (e.g., less skillful students can leave more rim).

c. Students need a piece of green construction paper. They fold it in half and in half again the long way (symmetry), then open the paper and cut on the lines. They take each strip and fold it in half and in half again, then open and cut. This will give each child 16 rectangular pieces.

d. These 16 rectangular pieces are folded in half once again, and the children draw the shape of a leaf on each piece. They then cut the leaves out, and each piece will have two identical leaves (symmetry). The children may draw in the veins using pencil, crayon, etc. These leaves are then glued to the paper plate. Any additional leaves needed are cut following the above procedure.

e. Students need a half-sheet of violet, red, or white construction paper. They fold it in half and in half again lengthwise, then open it and cut. The result is four long, rectangular shapes to be used as the candles. Yellow construction paper is used for the flames. The same procedure is used as for cutting out the green leaves.

f. A piece of yarn can be attached to the back of the wreath for hanging purposes.

3. **Advent Calendar.** German children often make or receive Advent calendars to mark the days till Christmas. The calendars are illustrated with holiday symbols or scenes. They feature 24 windows which are opened one at a time beginning on December 1. The child searches the scene for the number of the day and opens the corresponding window. When the window is opened, it reveals a symbol, picture, or tiny holiday scene.

   Discuss with students the Christmas holiday traditions, symbols, etc. Generate a list of possible symbols or scenes that could be include in the calendar. Distribute the pattern (Appendix 10-C) for the Advent calendar windows. Glue the pattern onto the tagboard. Students then create a holiday picture with crayons. The picture is drawn to include the windows in strategic places (see example on window pattern). Glitter and other decorations may be added to the picture. Collect the finished pictures and use the X-acto knife to cut the window openings on three sides. After the windows are cut, return the calendars and have the

students apply glue to the outside edge on the back of the picture and between the window openings (a gluestick works best). Then with the windows closed, picture side down and glue side up, they place thepicture pattern paper face down over the glue so that all edges match. Now have students turn the calendar over and gently smooth around each window, and pictures show through the windows. Windows may be held closed with self-stick stars if desired. Students open one window each day until Christmas.

4. **Christmas Cookies.** Discuss the tradition of baking Christmas cookies as it relates to the German customs. Choose one or all of the recipes and follow directions. Some students or parents may enjoy baking the cookies at home and bringing them in to share with class members.

5. **Cornucopia – Christmas Decoration.** Reproduce pattern (see Appendix 10-E), one for each student. Copy pattern on an 8½" x 11" sheet of white tagboard. Cut out on outside lines. Score on lines labeled "score." Fold on scored lines, bringing the two open edges to meet. Cut four lengths of colored ½" adhesive tape. Bring open sides together. Press ¼" of tape on one side; press tightly all the way down. Repeat on all scored edges. Cut a 12" length of ½" - wide ribbon. Fasten ½" ribbon to each end facing sides of the cornucopia. Tape strips of the colored tape around the top of all four sides of the cornucopia. Add a matching or contrasting piece of tape around the inside top of all four sides. Stick Christmas seals in different places all over the cornucopia. Fill with candy and small trinkets. Hang on the Christmas tree.

6. **St. Nicholas Day.** On the day students return from Thanksgiving vacation, arrange to receive a letter from St. Nicholas (see Appendix 10-F). Have the letter read to or by the class. Once class members have decided they would like to receive a visit from St. Nicholas, have them begin to write their letters to him, using the writing process. In the pre-writing phase, compare and contrast the visits of St. Nicholas on December 6 with the visits of Santa Claus in the United States on December 25. Include in that discussion the role of St. Nicholas's helper, Pelznickel, as he is known in northwest Germany (or other names in other parts of Germany; see Appendix 10-F, page 2).

   Prepare small plastic sandwich bags filled with wrapped candies to place in the children's shoes. You might wish to use wrapped candies produced in the United States (Hersh's kisses, Spangler's candy canes) in one bag and those produced in Germany (Werther's Originals, Riesen's Chocolates, Haribo Gummi Bears) in another bag to point out origins of different candies.

   On December 6* pre-arrange a time for students to place their letters to St. Nicholas in their shoes and place them in the hall outside the classroom. Choose an-

*If December 6 comes on a weekend, St. Nicholas could possibly arrange to visit on a Friday or a Monday, since he is quite busy on December 6!

other location if it is more convenient. Ask a parent aide, the principal, another teacher, or another person to fill the shoes and collect the letters for you. If possible, your St-Nicholas stand-in should ring a bell loudly enough to be heard in the classroom before he or she leaves. Have the children retrieve their shoes and candy shortly after "St. Nicholas" leaves.

It is an excellent follow-up if St. Nicholas or his helper writes an answering letter to each child, making references to the child's original letter.

7. **Stille Nacht – Silent Night.** A few days before Christmas in 1818, Joseph Mohr, the pastor of a small church in Obernof, Austria discovered that the church organ was broken, which meant no music for Christmas mass. This was a major catastrophe, because organ building and repair was a secret art, and only a few families had the necessary skills. No one was immediately available to repair the organ.

   While Mohr was preparing his Christmas homily, he was asked to go to a mountain cabin to bless a newborn child. On his way home, walking through the silent snow, he became inspired. Back in his room, he composed a poem, and his organist, Franz Gruber, put it to guitar music. As the story goes, the people of Obernof became a part of history on that memorable Christmas morning. They heard Stille Nacht for the first time on December 25, 1818.

   If your school will permit, you may choose among the following activities at your discretion.

   a. Compare the Christmas story from the Bible with Mohr's experience on Christmas eve. Older children, after discussion of the above, could write comparisons.

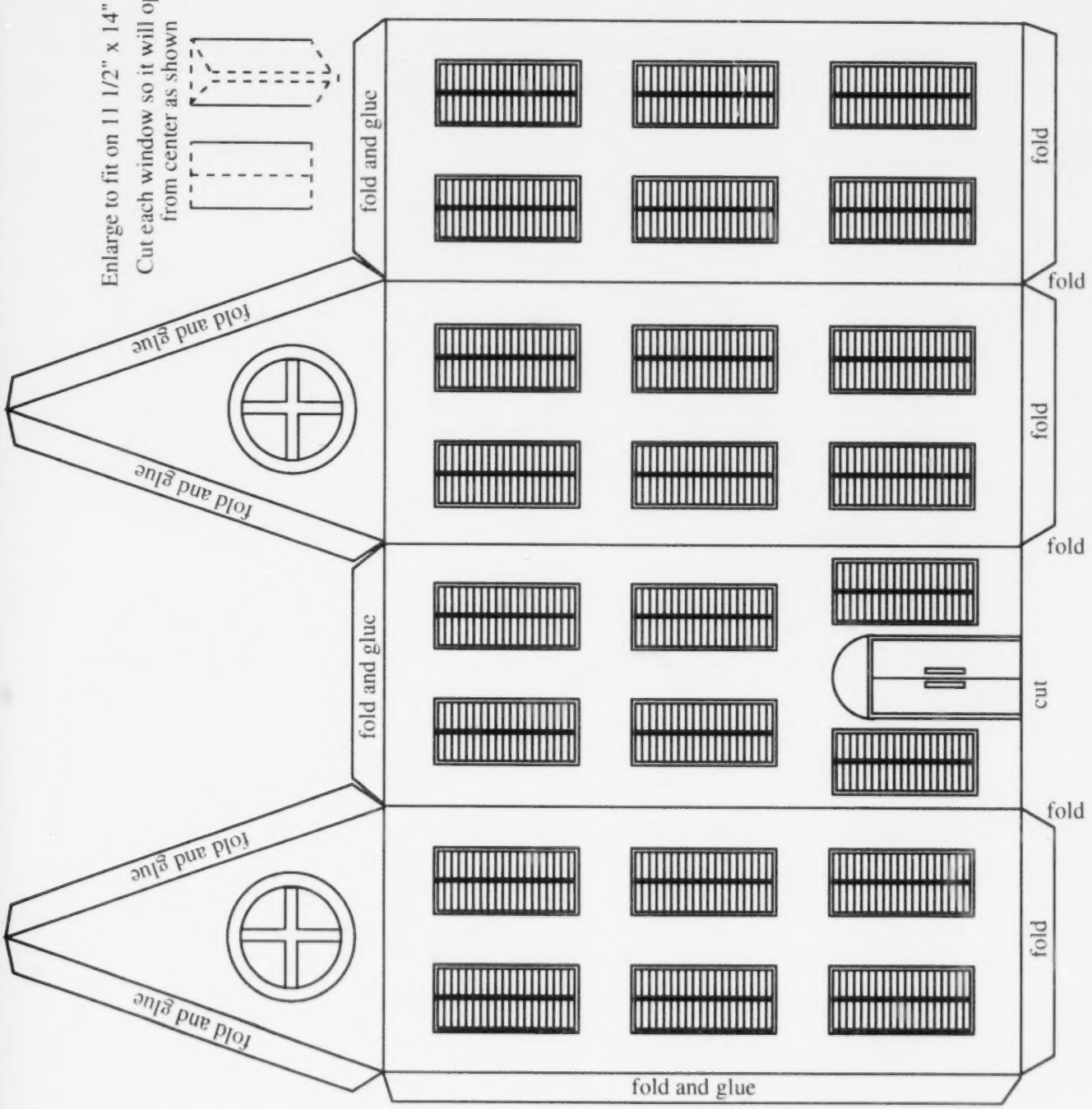
   b. See Appendix 10-G for "Silent Night" Phrase Strips. Duplicate and cut out the strips. Put the strips in a box or bag and allow each child to pick one. The children illustrate the phrases on paper (whatever size is appropriate) and then glue the phrase strips under the matching pictures. They sequence the strips while singing or listening to a recording.

EVALUATION

The teacher may assess the following student outcomes through observation:

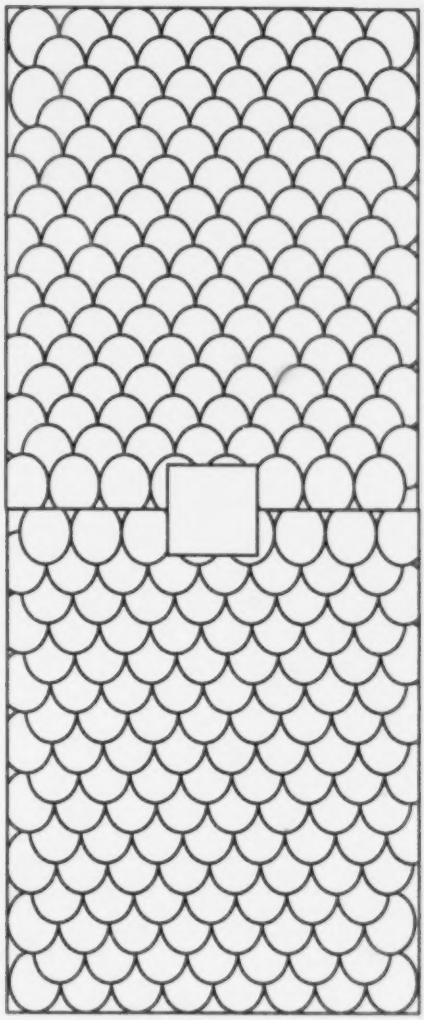
- Ability to sequence from 1 to 24.
- Ability to follow directions
- Ability to work in groups
- Ability to handle scissors
- Pride in final product

APPENDIX 10-A
ADVENT HOUSE



APPENDIX 10-A
ADVENT HOUSE

roof with hole for chimney



fold

chimney

fold fold fold

Enlarge to same proportion as house

APPENDIX 10-B
ADVENT HOUSE LETTER

Dear Family,

We have been studying German culture. In that part of our study relating to the Christmas holiday, we have learned that families in the Black Forest make Advent Houses.

This is the story of the Advent House which your child has made to bring home. Starting on December 1st, with the entire family present, a window in the house is opened. Behind each window is a scene depicting some aspect of the Christmas season. The candle in the center of the house is lighted, and its light shines through the cellophane window.

On December 24th, Christmas Eve, the front door of the Advent House is opened to reveal a scene illustrating the night before Christmas.

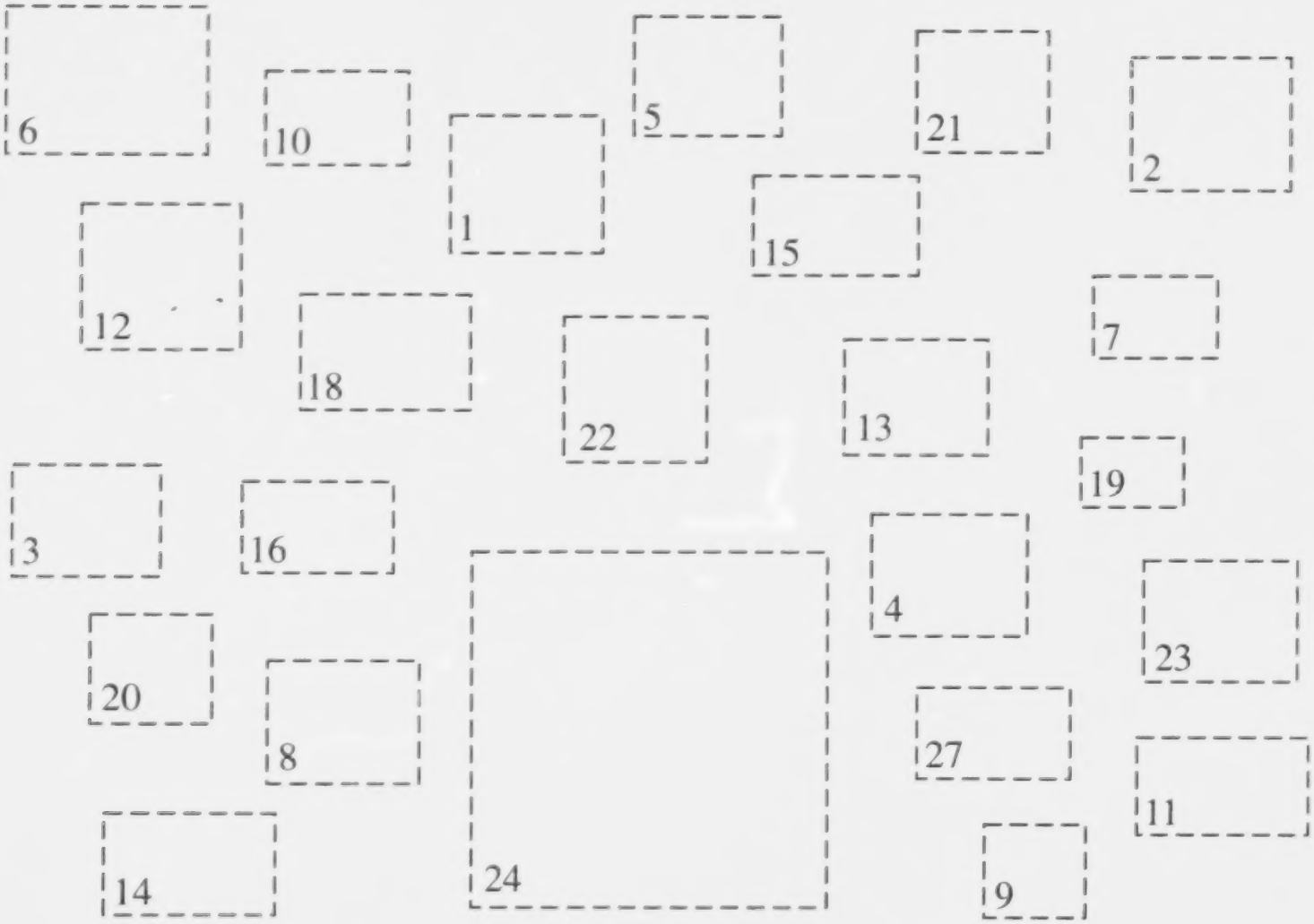
The Advent House provides a wonderful opportunity for family gathering, discussion, and sharing the favorite songs and traditions of the Christmas season.

We hope you enjoy the Advent House with your family.

Sincerely,

Teacher

APPENDIX 10-C
CALENDAR "WINDOW" PATTERN AND PICTURES



APPENDIX 10–C
CALENDAR "WINDOW" PATTERN AND PICTURES

APPENDIX 10-D
CHRISTMAS COOKIE RECIPES

Früchtebrot (Fruit Bread)

3 eggs
125 grams sugar
2 tsp. rum flavor extract
125 grams dried plums
butter to grease loaf pan
125 grams dried apricots
125 grams hazelnuts
60 grams almonds
1 tsp. baking powder

1. Preheat oven to 180° C or 350° F.
2. Cream eggs and sugar, then mix in oats, baking powder, and rum flavor.
3. Chop remaining ingredients coarsely and mix into dough.
4. Sprinkle greased loaf pan with oats and pour in dough.
5. Bake on bottom rack about 90 minutes (time may vary).

Tip: Flatten top of dough so fruitpieces which are sticking out don't burn. After cooling completely you can wrap in aluminum foil and keep for a long time.

Haferflockenplätzchen

125 grams butter
125 grams sugar
1 egg separated
1 additional egg yolk
250 gr. quick oats
50 grams almonds finely chopped
1 Tbsp. baking powder
grated lemon rind

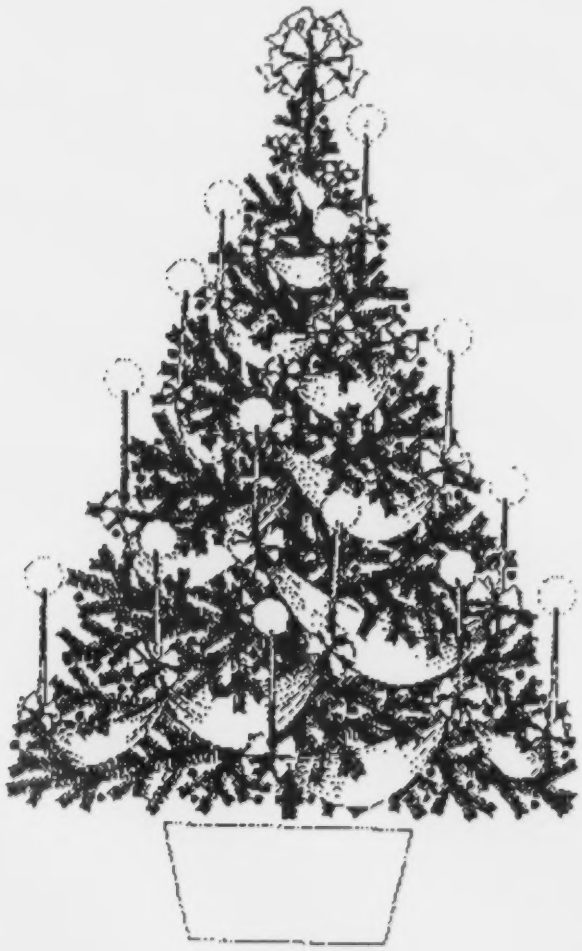
1. Preheat oven to 180° C or 350° F.
2. Cream together sugar, butter, and 1 egg yolk.
3. Stir in oats, almonds, baking powder, and lemon rind, mixing well.
4. Fold in stiff egg whites.
5. Roll out dough not too thick.
6. Cut out cookies with a round cutter, put on a greased cookie sheet, and brush with beaten second egg yolk. Place cookie sheet on middle rack and bake about 15 minutes.

APPENDIX 10-D
CHRISTMAS COOKIE RECIPES

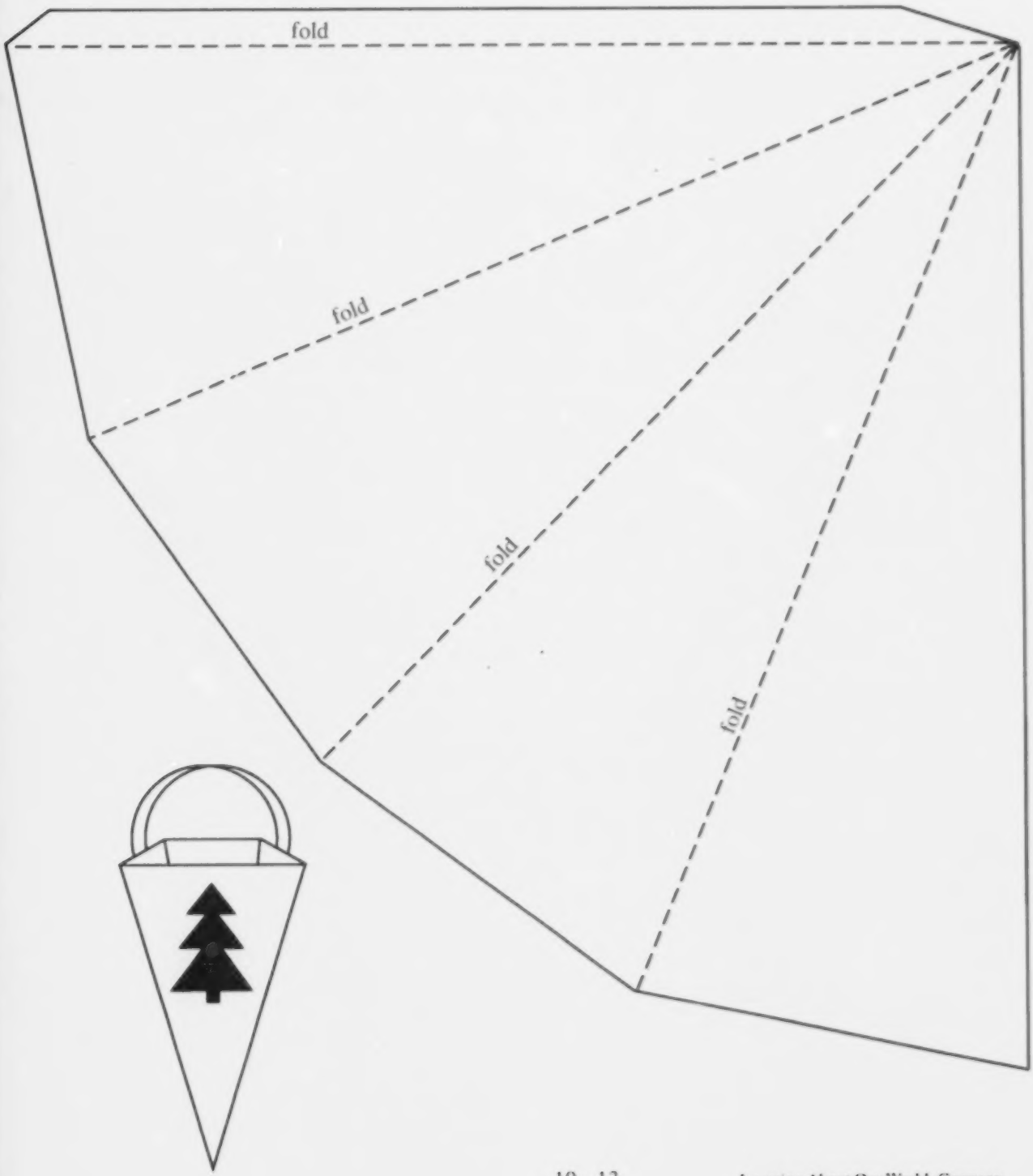
Butterplätzchen

250 grams flour	1 Tbsp. baking powder
125 grams sugar	100 grams butter
1 pkg. vanillin sugar (1tsp. vanilla flavor)	
1 egg	condensed milk

1. Mix all ingredients except condensed milk into a dough and cool in refrigerator for 2 hours.
2. Preheat oven to 180° C or 350° F.
3. Roll out dough about 1 centimeter thick and cut out cookies.
4. Brush with condensed milk and bake about 15 minutes (time may vary).



APPENDIX 10-E
CORNUCOPIA



APPENDIX 10-F
ST. NICHOLAS AND HIS HELPER

St. Nicholas is known as the childrens' saint. For many years, Saint Nicholas has brought small gifts and rewards to children who were kind and helpful. A number of years ago, he began to distribute gifts to adults as well. St. Nicholas is usually pictured wearing a bishop's robe and mitre and carrying a bishop's staff. He goes out into German homes and takes gifts to the children. The gifts are loaded into a big sack which is carried by his helper. St. Nicholas often questions children about their behavior. He may ask about things such as their school work, their church attendance, and their willingness to obey their parents. Other questions may focus on their ambition or willingness to work rather than be lazy.

Traditionally, children in Germany have been told many tales about St. Nicholas's helper. The helper may be dressed all in black, usually in furs, old clothing, or even rags. Some families threaten their children with the idea that this helper will either take back their gifts, leave them only a piece of coal in their shoe, or perhaps leave a switch or bundle of sticks for whipping if they do not behave properly.

St. Nicholas and his helper have brought their gifts for children on December 6, St. Nicholas Day. The people in some areas of Germany do not expect St. Nicholas to pay a personal visit, but rather they put their shoes out when they go to bed on the evening of December 5th, and the saint pays his visit during the night. In those homes where shoes are left out to be filled, they are usually found waiting near the fireplace if there is one available, or under the beds of the children, or even next to the stove or some other sort of heater.

In some areas of Germany, St. Nicholas is called by other names, such as Rauklas, Bullerklassor, or Sunnerklas. His helper has even more names, and those names depend on where in Germany you happen to ask. Among the popular helper names are Krampus, Pelzebock, Pelznickel, Hans Muff, Bartel, Gumphinkel, Stoppklos, Black Pit, or very frequently Knecht Ruprecht.

Over the centuries, many tales and stories have grown up about St. Nicholas and his helpers, and they make an interesting research project for youngsters.

APPENDIX 10-F
A LETTER FROM ST. NICHOLAS AND HIS HELPER

November 26, 1993

Dear Students,

Usually I don't visit the homes of boys and girls in the United States until late in the evening of December 24. You call me Santa Claus and leave your stockings hung somewhere in your home for me to fill.

Boys and girls in Germany call me St. Nicholas, and they have a special day for me on December 6. On the evening of December 5, I try to visit all German boys and girls in their homes and ask them questions about how well they are doing in their school work, whether they attend church regularly, if they behave well for their parents and teachers, and if they are lazy or slow in doing things they are asked to do around their homes. If they have been good, I visit them on my special day, December 6. They leave their shoes out, and I leave them little treats.

Since your class has been studying things about Germany this year in social studies and about what it is like to be a boy or girl living in Germany today, I thought that perhaps you would enjoy having me visit you this year on my special day, December 6. Time will not allow me and my helper Pelznickel to visit you on the evening of December 5 to ask each of you personally about how you have been behaving. If each of you will write me a letter and tell me about how you have been doing in school and let me know if your behavior has been good, you may put your shoes out in the hall by your classroom door, and Pelznickel and I will leave you a treat just like we do for German boys and girls. Please leave your letters inside your shoes when your teacher tells you to, and wait until you hear my bell!

Have a happy Christmas season!

APPENDIX 10-G
"SILENT NIGHT" PHRASE STRIPS

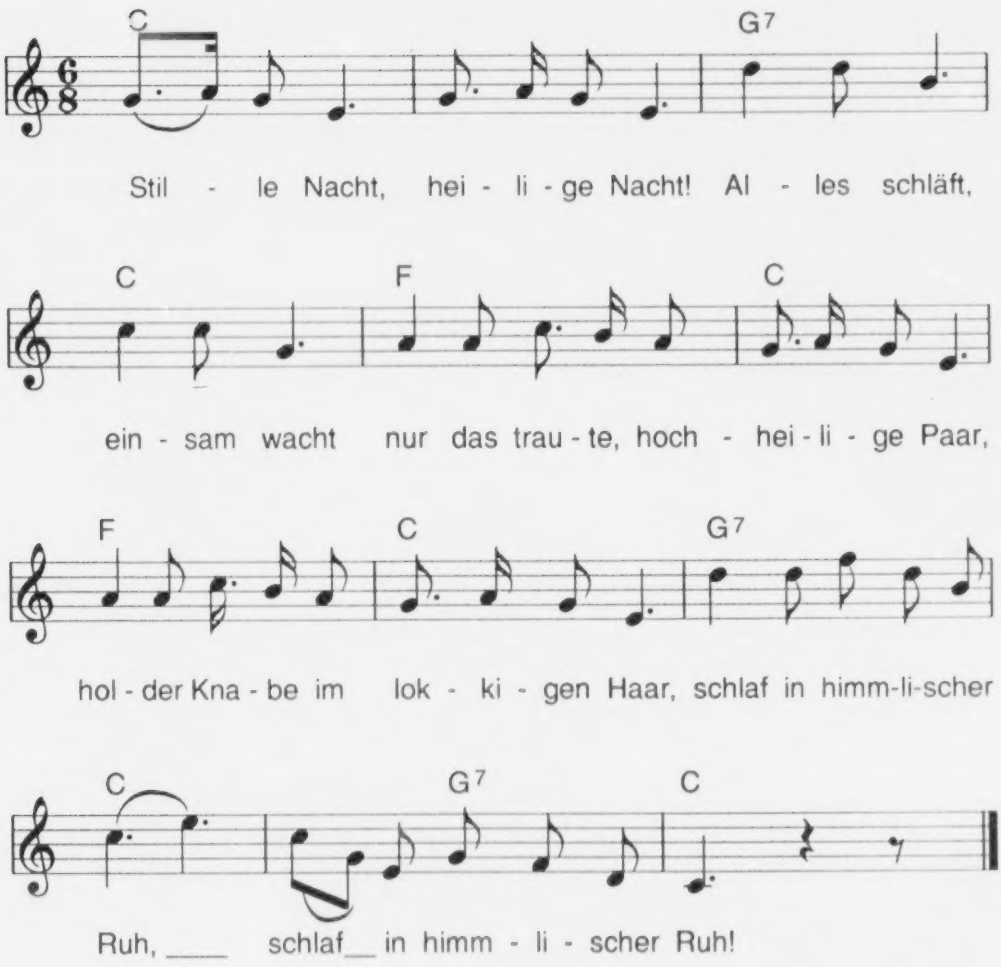
Silent Night	Holy Night
All is calm	All is bright
Round yon Virgin	Mother and Child
Holy Infant	so tender and mild
Sleep in heavenly	peace
Sleep in heavenly	peace

APPENDIX 10-G
"SILENT NIGHT" PHRASE STRIPS

Silent Night	Holy Night
Shepherds wake	at the sight
Glory streams	from Heaven afar
Heavenly hosts	sing Alleluia
Christ the Savior	is born
Christ the Savior	is born

APPENDIX 10-G
"SILENT NIGHT" PHRASE STRIPS

Silent Night	Holy Night
Son of God	Love's pure light
Radiant beams	from Thy holy face
With the dawn	of redeeming grace
Jesus Lord	at Thy birth
Jesus Lord	at Thy birth

APPENDIX 10-G
STILLE NACHT, HEILIGE NACHT

C
G7
Stil - le Nacht, hei - li - ge Nacht! Al - les schläft,
C
F
C
ein - sam wacht nur das trau - te, hoch - hei - li - ge Paar,
F
C
G7
hol - der Kna - be im lok - ki - gen Haar, schlaf in himm-li-scher
C
G7
C
Ruh, ____ schlaf__ in himm - li - scher Ruh!

Stille Nacht, heilige Nacht!
Hirten erst kund gemacht;
Durch der Engel Halleluja
Tönt es laut von fern und nah:
Jesus der Retter ist da!

Stille Nacht, heilige Nacht!
Gottes Sohn, o wie lacht
Lieb' aus deinem holdseligen Mund,
Da uns schlägt die rettende Stund,
Christ, in deiner Geburt

11. COMMUNITY SAYINGS

TARGET GROUP: Grades 3–4

This activity is designed to give students an opportunity to become familiar with the common "sayings" and proverbs in their community.

TIME: 5 days

SUBJECT AREAS

Social Studies
Language Arts
Mathematics
Art

CONCEPTS

Citizen Knowledge
Cultural Understanding
Reading
Writing
Listening Skills
Oral Communication
Data Analysis
Illustrating
Drawing/Painting

OBJECTIVES

Students will:

1. Develop a definition of the term "saying."
2. Examine the meanings of sayings from various cultures.
3. Collect additional sayings from family and community sources.
4. Practice techniques for interviewing community members.
5. Make a class book of "Community Sayings."
6. Consider the meanings of community sayings and the importance that these sayings may have for people (community values).

MATERIALS PROVIDED

- Community Sayings Interview Form (Appendix 11-A)
- Sample Letter To Parents (Appendix 11-B)
- Sample Entry of Classroom Book or Journal of Sayings (Appendix 11-C)

ADDITIONAL MATERIALS NEEDED

- Chalkboard or poster paper
- Washable magic markers for each student
- Construction paper (8" x 11")
- Yarn
- Three-hole punch

ACTIVITIES

1. On the chalkboard or on poster paper write down several sayings from German and other cultures.

   Examples in German:

   "Morgenstund hat Gold in Mund." ("The morning hour puts gold in the mouth" or in other words, "The early bird gets the worm.")

   "Arbeit macht das Leben süss." ("Work makes life sweet.")

   "Der Apfel fällt nicht weit vom Stamm." ("The apple doesn't fall far from the tree" or "Like father, like son.")

   Examples from other cultures:

   Africa: "You never step twice into the same river." ("What is past is past" or "You can't live in the past.")

   United States: "Pretty is as pretty does." ("What you do is more important than the way you look."

2. Discuss the larger meanings of these expressions with students. For example, some of the German expressions above point out the benefits of hard work.

3. Have students generate as many additional expressions as they can think of and write them on the chalkboard or poster paper. Students could also record these expressions in a notebook for future use.

4. Have students interview a family member, older relative, or other community member to collect more sayings. (See Appendices 11-A and 11-B.)

5. Before conducting interviews, have students practice with each other emphasizing good manners and good interview techniques.

   Example: Student Guidelines for Interviews

   a. Introduce yourself.
   b. Explain why you are doing the interview and why you are asking each of the questions.
   c. Explain how the information will be used.
   d. Be sure to say "Thank you."
   5. Write down carefully the things people tell you.

6. When community interviews are completed, have the class discuss their meanings. Ask students to consider the importance that these sayings have to people. (Values: Do sayings emphasize honesty, punctuality, humility, etc?)

7. Have students record sayings in a classroom book, made of poster paper and yarn, which can be shared with visiting parents and other classes. Some students may want to contribute art work to illustrate the sayings. See Appendix 11-C.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Ability to contribute to a group discussion of sayings and their meaning
- Ability to to make contribvtions to the development of the class Book of Sayings by providing sayings, artwork, etc.
- Ability to provide at least one saying from an interview, from class discussions, or from reading and be able to explain its meaning

ENRICHMENT ACTIVITIES

1. Make a scrambled chart of sayings and their corresponding meanings on heavy poster board. Attach pieces of yarn with tape or tacks after each saying. Students can play a matching game by stretching the piece of yarn from a saying to its corresponding meaning.

2. Have students make a book of their own sayings and art work.

3. Conduct a library "prowl" to find books of sayings, jokes, and folklore.

TEACHER RESOURCE

Folklore in the Classroom (1985). Indiana Historical Bureau, 140 North Senate, Indianapolis, Indiana 46204. ($5.00)

APPENDIX 11-A
"COMMUNITY SAYINGS" INTERVIEW FORM

NAME OF PERSON BEING INTERVIEWED: _____

DATE: _____

PURPOSE: The purpose of this interview is to collect community sayings for a class book.

QUESTIONS:

1. How many years have you lived in the community? _____
2. Did you come from another state or another country? _____
3. How many proverbs or sayings can you tell us? _____

Saying #1: _____

Meaning: _____

Where did this saying come from? _____

Saying #2: _____

Meaning: _____

Where did this saying come from? _____

Saying #3: _____

Meaning: _____

Where did this saying come from? _____

NAME OF STUDENT DOING INTERVIEW: _____

APPENDIX 11-B
SAMPLE LETTER TO FAMILY

Dear Family,

Our class is learning about the culture of our community. Each student will be using the enclosed interview form to collect proverbs or sayings from relatives or other community members.

When the interviews are completed, they will be made into a class book that you will be able to see at Open House on (date). Please help your child to interview someone from your family or community by (date)

Thank you for your assistance with this project.

Sincerely,

APPENDIX 11-C
SAMPLE ENTRY OF CLASSROOM BOOK OR JOURNAL OF SAYINGS

Saying: _____

_____

_____

Meaning: _____

_____

_____

Source (Person providing the saying): _____

_____

Origin (Possible country or culture of origin): _____

_____

Collected by (Name of student interviewer): _____

_____

Date: _____

12. GEOGRAPHY AND CULTURAL DIVERSITY

TARGET GROUP: Grades 4–8

> These activities will help students develop an understanding of the geographic, economic, and cultural similarities shared by regions of the U.S. and Germany. Small groups of students use results of research, collaboration, and direct input from students in Germany to prepare television commercials about life in the regions studied.

TIME: 6–8 weeks, one period each day

SUBJECT AREAS

- Social Studies
- Mathematics
- Science
- Language Arts

CONCEPTS

- Map Skills
- Problem-Solving
- Weather Forms
- Basic Research
- Collaboration/Cooperation
- Land and Water Forms
- Effective Advertising
- Interpreting Charts and Graphs

OBJECTIVES

Students will

1. Color and label the political regions and capitals on an outline map of Germany.
2. Interpret and use a map legend (key).
3. Locate Germany and the U.S. on a political map of world.
4. Determine and compare the latitude and longitude of Germany and the U.S.
5. Hypothesize probable climatic conditions in Germany as compared to the U.S., based on latitude.
6. Interpret weather/climate data.
7. Compare landforms, water forms, and natural resources of Germany and predict their effects on the economic development of regions in Germany.
8. Interpret topographical and resource maps.
9. Utilize basic research skills to investigate recreation and tourism in specific regions in Germany.

MATERIALS PROVIDED

- Outline map of Germany (Appendix 12-A)
- Resource map of Germany (Appendix 12-B)

ADDITIONAL MATERIALS NEEDED

- Reference maps of U.S. and Germany, showing regions, states, capitals (overhead projector transparency or wall map)
- Political map of the World
- Perspective Overview Map of Germany (see Teacher Resources)
- Colored pencils
- Overhead projector
- List of sources for climate summaries of the U.S. and Germany (almanacs, encyclopedias)
- Travel posters depicting at least one land and water form in each of the regions of Germany.
- Tourism brochures from each of the regions of Germany, indicating recreation and industry.
- Videotaping equipment
- Videotapes of travel commercials

ACTIVITIES:

1. **Comparing the U.S. and German Regions.** Display a map of the U.S. and review the states, regions, and capitals. Discuss how each region is geographically, culturally, and economically different. Point out the symbols used to indicate boundaries, capitals, and other geographical features. Follow the same procedure with the map of Germany. Distribute copies of an outline map of Germany and direct students as they color and label each state, region, and capital. Collect the completed maps for use in future lessons.

2. **Highs and Lows.** Prepare an overhead transparency of the political map of the world. Using the map, guide students in determining the latitude and longitude of regions in the U.S. and Germany. Compare the latitude and longitude of the U.S. to that of Germany. Using a map of the U.S., discuss and compare the effect of latitude on the climate of regions within the U.S. (i.e. Midwest and South).

   Form small groups of students, and direct groups to discuss and form a hypothesis of the possible climate in a given region of Germany. All students should record the hypothesis and the reasoning behind it. Give students a list of weather information sources. Through research, each group should determine whether or not the data support the group's hypothesis and prepare a written summary explaining the hypothesis, data, and conclusions. Each group should select one member to summarize its findings orally for the class.

3. **What's Hot and What's Not.** Display travel posters of the regions of Germany, depicting the land and water forms. Help students locate and label each of the places on the outline map completed at the beginning of this unit. Use an overhead projector to display the perspective overview map of Germany. Next, distribute copies of the resource map. Divide the students into small groups. Each group will use the maps and travel posters to predict the types of recreation and industry available in each region and prepare a summary of their predictions, including the reasoning behind them. Collect the summaries.

   Distribute tourism brochures to each group. Allow time for students to research the industry and recreation of each region. Students should compare this information with the predictions made earlier. They should prepare a summary of the actual information and their predictions.

   Each group should generate a list of questions to be submitted to German students living in each of the regions. Groups should then combine and edit questions into one survey. The questions should be designed to elicit further information and opinions about the region. The completed survey should be submitted to a school in each of the regions. German state ministries of education (*Kultusministeriens*), which can provide assistance in contacting schools, are listed in the Useful Addresses section at the end of this publication. Be sure to include a deadline and specific return address for the German students. You may wish to include a reward sticker for each of them.

   Students should share the responses they receive. While waiting for responses from German students, groups research landforms, waterforms, and resources of an assigned region of the U.S. They also complete outline, elevation, and resource maps of the U.S. Students should write to state tourism offices for brochures and prepare reports on their assigned regions. The class should discuss the similarities and differences of regions in the U.S. and Germany.

4. **Germany Has it All.** Discuss key elements in commercial advertising. Analyze one or two travel commercials. Discuss the limited time frame, auditory and visual elements, and key content. Small groups should then meet to discuss content to be included in a commercial about a specific region of Germany. For several class periods, students will meet to prepare scripts and narrative description of the commercials. The proposed scripts and descriptions are presented to the teacher for approval or revision. The groups will then meet to rehearse and film the commercials. The commercials are shared with the entire class and students in other interested classes.

EVALUATION

The teacher may assess the following student outcomes through observation:

- Maps completed by students are correctly labeled and colored.
- Individual student summaries reflect understanding of the effect of latitude on the climate of Germany.
- The group summaries reflect student collaboration to collect, analyze, and summarize data, apply basic research skills, and form conclusions.
- Class discussion reflects student knowledge of similarities of regions in U.S. and Germany.
- Student-produced videotapes include facts about recreation and industry in specific regions of Germany.

ENRICHMENT ACTIVITIES:

1. Visit a local television studio and meterologist.

2. Prepare weather maps for given regions of Germany or the U.S.

3. Visit a local amateur radio operator with a satellite station and see weather maps printed from signals received.

4. Visit a local amateur radio operator. Observe and participate in communication with radio operators in Germany.

5. Begin a penpal program with students in Germany.

TEACHER RESOURCES

James J. Sheehan, "Germany," in *The World Book Encyclopedia*, 1991.

Regions Near and Far (Heath Social Studies). Teacher's Resource Book, Copy Masters. D.C. Heath and Company, 1985. ISBN 0-669-08916-8

DEUTSCHLAND: Atlas für Kinder. Weltbild Verlag, 1990. ISBN 3-893-50310-2

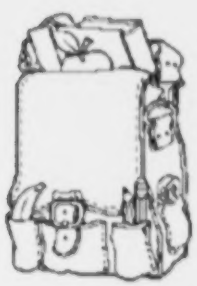
Facts About Germany. Frankfurt/Main: Societäts-Verlag, 1992. Contains a wealth of information about the country and the people; history; political system, constitution, and law; Germany in the world; economy; society; and education, science, and culture. Available from the German Information Center, 950 Third Ave., New York, NY 10022. (212) 888-9840.

Übersichten: Overview of the Federal Republic of Germany and the Federal States. Published by Internationes, 1993. Contains much valuable resource material and many useful transparencies, *including a Perspective Overview Map showing the topography of the country in three-quarter, birds-eye-view perspective*. An accompanying overlay map shows the political boundaries of the various states in relation to the country's topography. Available from the Goethe Institute German cultural centers listed in the Useful Addresses section at the end of this publication.

Political and geographical relief wall maps are also available from the Goethe Institute centers.

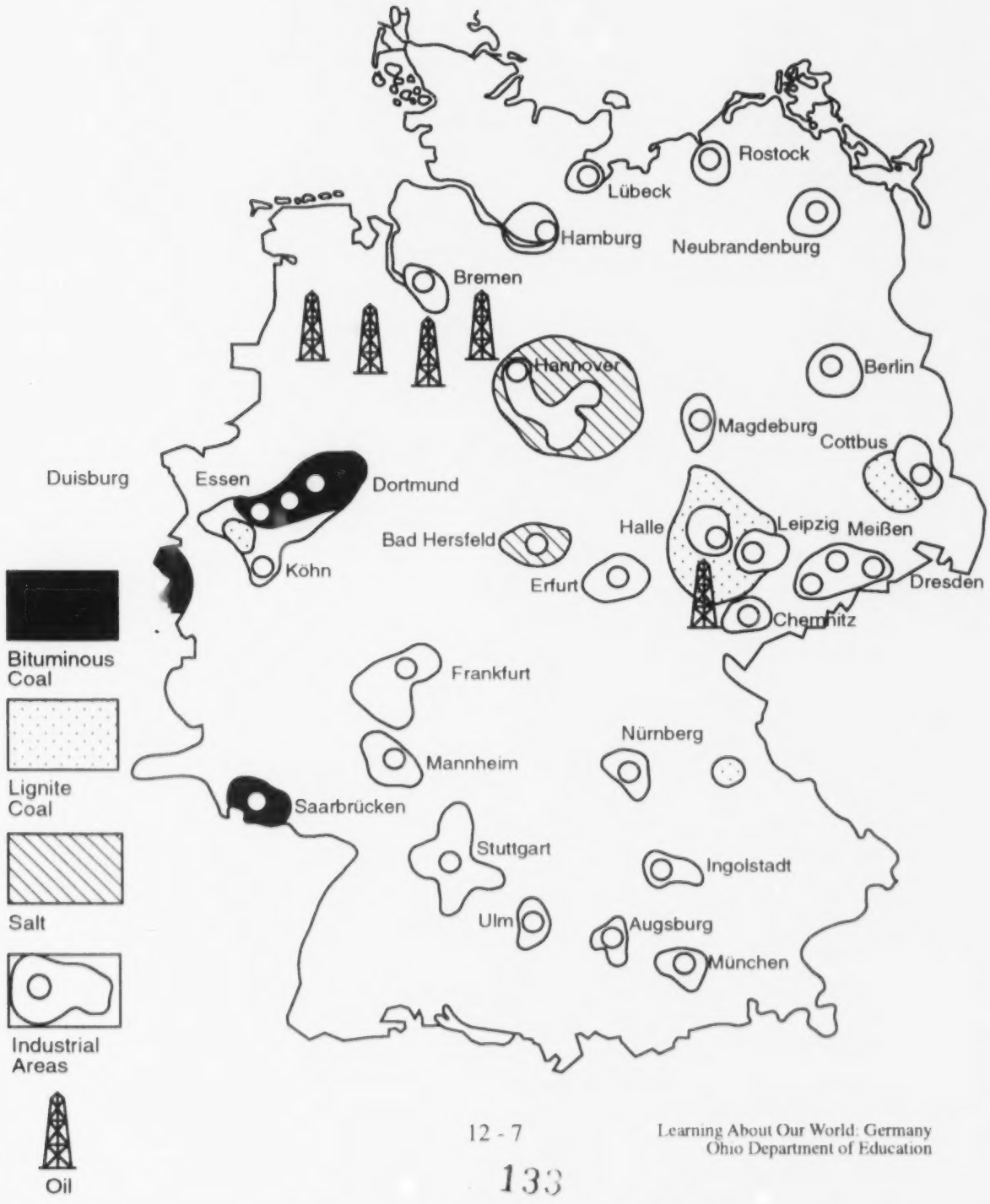
Information regarding German schools that might be willing to participate in an exchange of information can be obtained from the various German state ministries of education (*Kultusministeriums*) listed in the Useful Addresses section at the end of this publication.

German travel and tourism offices that can provide brochures and related information are also listed in the Useful Addresses section.



APPENDIX 12-A
OUTLINE MAP OF GERMANY

APPENDIX 12-B
RESOURCE MAP OF GERMANY



13. SULEIMAN THE ELEPHANT

TARGET GROUP: Grades 3–5

> Through the following literature activities, students explore history, geography, and culture of the middle-ages using the book, *Suleiman the Elephant* by Margret Rettich.

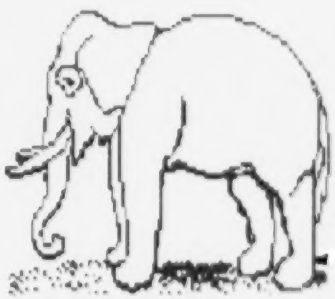
TIME: 5–10 class periods

SUBJECT AREAS

Social Studies
Science
Mathematics
Language Arts
Art

CONCEPTS

Simile and Metaphor
Elements of a News Story
Reading Aloud
Basic Research
Basic Needs
Sense of time
Main Character(s)
Sequence of Events
Cultural Awareness



OBJECTIVES

Students will:

1. Identify main characters.
2. Read aloud.
3. Place events in correct sequence.
4. Create an illustrated timeline.
5. Use basic research skills.
6. Write a paragraph summarizing research and conclusions.
7. Identify and write similes and metaphors.
8. Identify and write elements of a newspaper story.
9. Use descriptive language to create prose.
10. Identify basic needs of an elephant.

MATERIALS PROVIDED

- Worksheet titled "The Wedding Day" (Appendix13-A)
- Worksheet titled "What Happened Next?" (Appendix 13-B)
- List of actual events (Appendix 13-C)
- Examples of inn signs (Appendix 13-D)
- Picture for inn sign (Appendix 13-E)

ADDITIONAL MATERIALS NEEDED

- Copies of *Suleiman the Elephant* for small groups
- Wide adding machine tape for timelines
- Crayons, markers, or colored pencils
- Resource books about elephants
- Newspaper stories

ACTIVITIES

1. **The Wedding Day.** Read aloud the story *Suleiman the Elephant* by Margret Rettich (see Teacher Resources). Discuss each of the main characters. Have students complete the worksheet titled The Wedding Day (Appendix 13-A).

2. **What Happened Next?** Divide the class into small groups. Give each group a copy of the book, *Suleiman the Elephant* . Distribute copies of the worksheet, What Happened Next? (Appendix 13-B), and ask students to number the events in order. Ask one member of each group to read aloud the order. Distribute copies of the events as they really happened (Appendix 13-C) and compare the two lists. Discuss similarities and differences. Provide each group with a roll of wide adding machine tape and direct them to make an illustrated timeline using the actual events. Display the timelines.

3. **Prince Max Is As Selfish As...**Review the definitions of simile and metaphor. Read examples of each from the book, *Suleiman the Elephant*. Have students write a simile or metaphor to describe each of the main characters or each of the parts of the elephant.

4. **Who, What, When, Where, Why, and How.** Ask students to bring a copy of an interesting story from the newspaper. Allow them to identify the Who, What, When, Where, Why, and How in their stories. Discuss these elements for the story of Suleiman. Have students write newspaper stories telling about the journey of Suleiman or some event or visit in the story. Share the stories by reading them aloud.

5. **Create an "Inn Sign."** Distribute copies of the verses written on the inn signs in various towns visited by Suleiman (Appendix 13-D) and the drawing of the elephant (Appendix 13-E). Have students create their own verse about Suleiman and share them with the class.

EVALUATION

The teacher may assess the following student outcomes through observation:

- The worksheet titled The Wedding Day will be completed to teacher satisfaction.

- The worksheet titled "What Happened Next?" will be completed to teacher satisfaction.
- Student timelines will reflect an accurate order of events.
- Student timelines will include original artwork depicting the story of Suleiman's journey.
- Similes and metaphors will be written in correct form.
- Student discussion will show an understanding of the basic elements included in a news story.
- News stories written by students will include basic elements.
- Inn sign verses written by students will include descriptive language.

ENRICHMENT ACTIVITIES

1. Construct a diorama (3-D scene in a box) of one event in the story.

2. Compare historic and current political maps and discuss changes.

TEACHER RESOURCES

Margret Rettich, *Suleiman the Elephant* (Translation by Elizabeth D. Crawford). New York: Lothrop, Lee, and Shepard Books, 1986. ISBN 0-688-05741-1 ISBN 0-688-05742-X (lib. ed.)

APPENDIX 13-A
THE WEDDING DAY

Name _____

Write the name of the character matching the description.

Maria *Max* *Suleiman the Elephant* *Emperor Charles*
King Ferdinand *Prince Fred*

The princess of Spain who married the prince of Austria

_____

The prince who was so fascinated by the unusual wedding present

_____

The angry father of the bride

_____

The father of the groom who stayed home in Vienna to fight the Turk, Suleiman

_____

The unusual wedding present whose name was chosen by the bridegroom after he drank too much wine at the wedding feast

_____

APPENDIX 13-A
THE WEDDING DAY
Answers

Name _____

Write the name of the character matching the description.

Maria *Max* *Suleiman the Elephant* *Emperor Charles*
King Ferdinand *Prince Fred*

The princess of Spain who married the prince of Austria
Maria

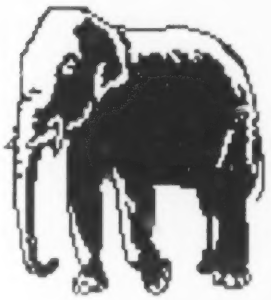
The prince who was so fascinated by the unusual wedding present
Max

The angry father of the bride
Emperor Charles

The father of the groom who stayed home in Vienna to fight the Turk, Suleiman
King Ferdinand

The unusual wedding present whose name was chosen by the bridegroom after he drank too much wine at the wedding feast
Suleiman the Elephant

APPENDIX 13-B
WHAT HAPPENED NEXT?



Name _____

Number the events in order.

____ Max and Maria set off with a fleet of ships.

____ The procession travelled through dangerous mountain lands, and the elephant fell.

____ They arrive in Genoa.

____ The couple and the elephant followed behind musicians, lance-bearers, a giant, and a dwarf as they travelled through Italy.

____ The fleet is attacked by pirates, and Maria loses her clothes and wedding presents.

____ They erected a wooden framework with an outline of the fabulous beast, and when it was dark, fireworks attached to the outline exploded.

____ The people of Bozen planned to ignore Prince Max and the elephant, but curiosity got the best of them.

____ The people of Trient learned the prince was bringing a monster to their city, so they planned a surprise.

____ The people spent hours rescuing the giant animal, and everyone was exhausted.

____ An old woman and her husband give the travellers a warm place to sleep and hay for the hungry elephant.

____ After the elephant left, the innkeeper had a picture of it painted on the inn wall. The inn has been called The Elephant ever since the painting was finished.

____ The travellers were locked out of the mountain village, and the elephant had no food.

____ The people of Vienna crowded close to see the elephant.

____ They decided to rest in Brixen, and Maria took care of Max and the elephant. They both had a cold.

____ At Innsbruck, they boarded a ship for Vienna.

____ Princess Maria and Prince Max rode the elephant into the gates of Vienna.

____ The animals all lived in the castle park at Schoenbrunn, and the Viennese people came to see all the animals.

____ The elephant picked up a little boy and handed him gently to his mother.

____ Max and Maria had sixteen children, and each one received an unusual animal as a baptismal gift.

____ The elephant lived in the castle park at Schoenbrunn but soon became ill and died.

____ The people come to visit the animals at the zoo in Schoenbrunn.

APPENDIX 13-B
WHAT HAPPENED NEXT?
Answers

Name _____

Number the events in order.

1 Max and Maria set off with a fleet of ships.

8 The procession travelled through dangerous mountain lands, and the elephant fell.

3 They arrive in Genoa.

4 The couple and the elephant followed behind musicians, lance-bearers, a giant, and a dwarf as they travelled through Italy.

2 The fleet is attacked by pirates, and Maria loses her clothes and wedding presents.

6 They erected a wooden framework with an outline of the fabulous beast, and when it was dark, fireworks attached to the outline exploded.

7 The people of Bozen planned to ignore Prince Max and the elephant, but curiosity got the best of them.

5 The people of Trient learned the prince was bringing a monster to their city, so they planned a surprise.

9 The people spent hours rescuing the giant animal, and everyone was exhausted.

13 An old woman and her husband give the travellers a warm place to sleep and hay for the hungry elephant.

11 After the elephant left, the innkeeper had a picture of it painted on the inn wall. The inn has been called The Elephant ever since the painting was finished.

12 The travellers were locked out of the mountain village, and the elephant had no food.

16 The people of Vienna crowded close to see the elephant.

10 They decided to rest in Brixen, and Maria took care of Max and the elephant. They both had a cold.

14 At Innsbruck, they boarded a ship for Vienna.

15 Princess Maria and Prince Max rode the elephant into the gates of Vienna.

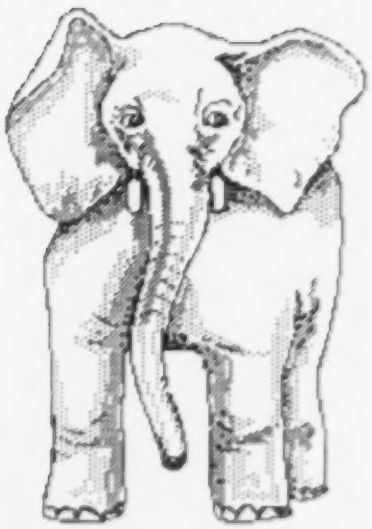
20 The animals all lived in the castle park at Schoenbrunn, and the Viennese people came to see all the animals.

17 The elephant picked up a little boy and handed him gently to his mother.

19 Max and Maria had sixteen children, and each one received an unusual animal as a baptismal gift.

18 The elephant lived in the castle park at Schoenbrunn but soon became ill and died.

21 The people come to visit the animals at the zoo in Schoenbrunn.



APPENDIX 13-C
THIS IS WHAT REALLY HAPPENED

Name_____

In about 1550, the King of Portugal (King John III) gave Max the elephant as a wedding gift. He also suggested the name Suleiman.

On Max and Maria's way home, pirates attacked the ships, and Maria's wardrobe was lost.

The procession went through Liguria, Lombardy, Verona, and Tyrol to the Brenner Pass and on to Genoa.

The procession left Genoa and moved on to Trient (Trento). The fireworks display occurred the night before the royal procession left. The townspeople had enough time to build a wooden elephant for the display.

The procession arrived in Bozen (Bolzano), and the legislature presented demands to King Ferdinand to be carried home by Max. The chronicles say the people considered royal visits to be plagues on the land.

They arrive in Brixen (Bressanone) and rest for two weeks. The picture on the inn wall depicts two keepers, a dwarf and a giant, and two lance-bearers.

Other inns in the area are named for the elephant, including those in Auer (Oro), Sand bei Tauferss, Bruneck (Brunico), Sterzing (Vipiteno), Innsbruck, Hall in Tyrol, Salzburg, Linz, Graz, and Stein on the Danube.

The royal procession attended a reception at Innsbruck on January 6.

The elephant and procession travelled from Hall to Wasserburg by ship along small rivers to the Danube.

The elephant participates in a grand procession in Vienna, and this is where he picked up the young boy with his trunk.

In gratitude for gentleness with his young son, the father has a relief sculpture of the elephant mounted on his house.

The elephant arrived in Schoenbrunn on March 6, 1552.
The elephant died on December 18, 1553.

The elephant was stuffed and presented to a Bavarian duke.

It was stored in a damp cellar to protect it from bombs during World War II (1941). It became moldy, so all that remains of it now is a chair made from the bones of its right foreleg. The chair is in an institution in Kremsmuenster.

APPENDIX 13-D
SULEIMAN THE ELEPHANT
by Margret Rettich

Never before seen in Germany
This elephant was here
On the second of January.

– Inn sign, Brixen

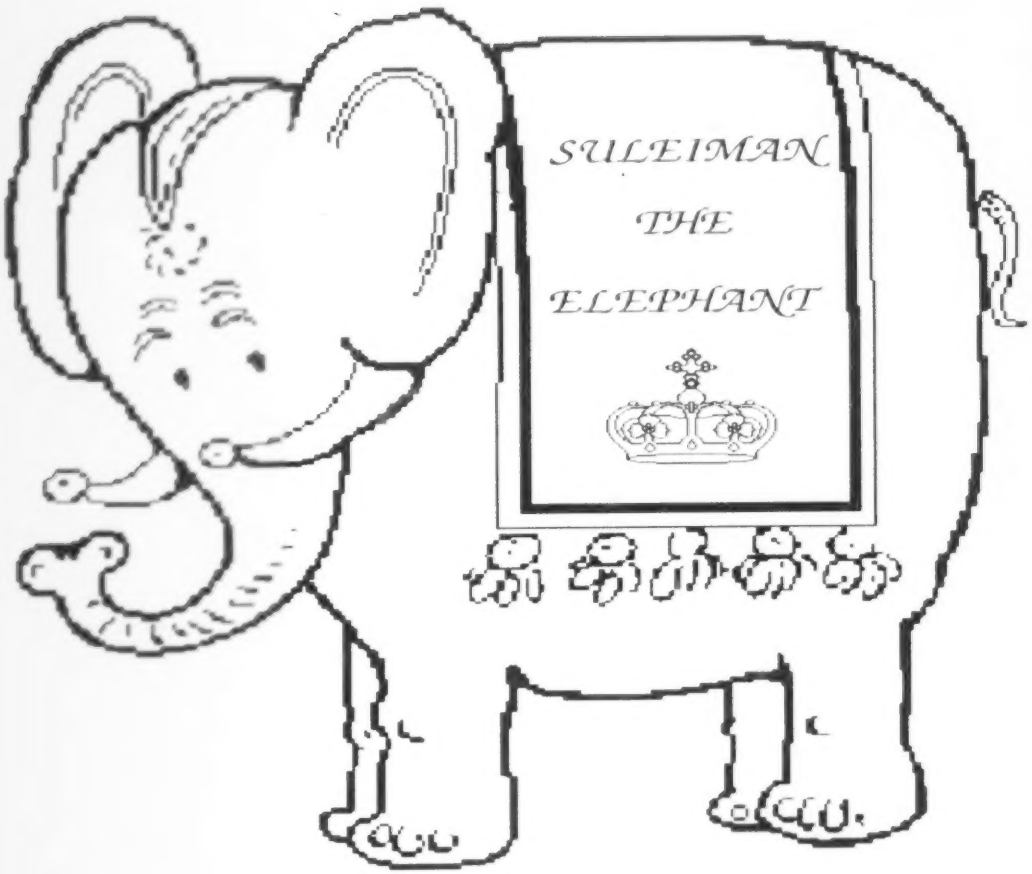
When King Max to Salzburg came
He had an elephant in tow.
So big and tall his giant frame,
He looked in every window.
Thus evermore this house has been
Known to all as The Elephant Inn.
– Inn sign, Salzburg

Elephant is this animal's name.
His shape is painted on this wall
To show his looks to one and all,
How he with King Maximilian came
On the long journey home from Spain.

– Inn sign, Auer

APPENDIX 13-E
INN SIGN

Name _____



BIBLIOGRAPHY

Books and Articles

Adams, Willi Paul, *Deutsche im Schmelztiegel. Erfahrungen im größten Einwanderungsland der Europäer*, published by "Miteinander Leben in Berlin", Senatsverwaltung für Gesundheit und Soziales, Die Ausländerbeauftragte, Potsdamer Straße 65, 10785 Berlin. Germany,

Adams, Willi Paul, *The German-Americans. An Ethnic Experience. American Edition.* Translated and Adapted by LaVern J. Rippley and Eberhard Reichmann, Max Kade German-American Center. Indianapolis IN: Indiana University-Purdue University, 1993.

Almedingen, E.M., *The Treasure of Siegfried.* New York: Lippincott Co., 1964.

Amery, Heather, and Cornelie Tucking, *The First Thousand Words in German.* Tulsa, OK: EDC Publishing, 1979. ISBN 0-86020-268-2.

Amery, Heather, and Stephen Cartwright, *The First Hundred Words in German.* Tulsa, OK: EDC Publishing, 1988. ISBN 0-7460-0365-X.

Arbeitsgemeinschaft Jugend und Bildung e.V. Wiesbaden, (ed.), *Nach vier Jahrzehnten, ein Rückblick auf die deutsche Teilung.* 10555 Berlin, Germany: Universum Verlagsanstalt, 1990.

Baedekers Rhine. A Travel Guide. Norwich, NR3 1 TR England: Jarrold Publications, 1985.

Blankenship, Glen, *Germany. The Search for Unity.* Distributed by the American Association of Teachers of German (AATG) and the Goethe Institutes (see Useful Addresses).

Blegen, Theodore C., ed., *Land of Their Choice: The Immigrants Write Home.* Minneapolis: University of Minnesota Press, 1955.

Bornstein, Jerry, *The Wall Came Tumbling Down. The Berlin Wall and the Fall of Communism.* New York, NY: Arch Cape Press and Outlet Book Company, Inc., 1990.

Brown, Ina C., *Understanding Other Cultures.* Englewood Cliffs, NJ: Prentice-Hall, 1963.

Brown, Margaret Wise, *Big Red Barn.* Scranton, PA: Harper & Row, 1989. ISBN 0-06-020748-5.

Bubner, Friedrich, *Transparente Landeskunde.* 6.Aufl. 1991, 53137 Bonn, Germany: Inter Nationes, 1991.

Bundesminister für Umwelt, Naturschutz und Reaktorsicherheit, *Umwelt Sonderausgabe, Der Rhein - ein europäischer Flu·: Beispiel und Herausforderung für den Gewässerschutz.* 53113 Bonn, Germany: Bundesminister für Umwelt, Naturschutz und Reaktorsicherheit, 9/1988.

Chorzempa, Rosemary, *My Family Tree Workbook*. New York: Dover Publications, Inc., 1982.

Crampton, Patricia, *Grimm's Fairy Tales*. New York: Derrydale Books, 1970. ISBN 0-517-671360-0

Davies, H., *The Beginner's German Dictionary*. Tulsa, OK: EDC Publishing, 1988. ISBN 0-7460-0018-9

Deutsches Jugendinstitut e.V., *Deutsch-Deutsche Schülerbefragung 1990, DJI-Arbeitspapier 3-019*. 81543 München, Germany: Deutsches Jugendinstitut e.V., 1992.

Dorman-Sparks, Louis, *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children, 1989. ISBN 0-935989-20-X.

Duner et al., *Deutschland: Atlas für Kinder*. Augsburg, Germany: Weltbild Verlag, 1990. ISBN 3-893-50310-2.

Facts About Germany. Frankfurt/Main: Societäts-Verlag, 1992.

Favorite Gospel Hymns. Nashville, TN: Abingdon Press, 1966.

Folklore in the Classroom. Indianapolis: Indiana Historical Bureau, 1985.

Frost, Robert, *The Poetry of Robert Frost*. edited by Edward Connery Lathem. New York NY: Henry Holt and Company, 1944.

Gaines, Edith, *Freedom Light: Underground Railroad Stories from Ripley, Ohio*. Cleveland, OH: New Day Press.

Galicich, Anna, *The German Americans*. New York: Chelsea House, 1989. ISBN 1-55546-141-7 (hardback); 0-7910-0265-9 (paperback).

German History In Outline (English edition, trans. Gerard Finan). Berlin: Felgentreff and Goebel.

"Germany Toward Unity," *Times International*, Special Issue, June 25, 1990.

Glazer, Tom, The More We Get Together. Orlando, FL: Harcourt, Brace, Jovanovich, Inc., 1991.

Goerisch, Stephan, *Informationsliteratur zur deutschen Amerikaauswanderung des 19. Jahrhunderts*, Diss. Frankfurt, 1990.

Hall, Edward T., and Mildred Hall, *Understanding Cultural Differences: German, French, and American*. Intercultural Press, 1989.

Haskins, Jim, *Count Your Way Through Germany*. Minneapolis: Carolrhode Books, 1990. ISBN 0-87614-407-5

Helms, Erwin and Brian Tracy, *The German-Americans. An Invisible Minority? America in Focus. Unterrichtsmaterialien für die Sekundarstufe II*. Paderborn: Ferdinand Schöningh, 1983. ISBN 3-506-41039-3.

Helwig, Gisela (Hrsg.), *Die letzten Jahre der DDR: Texte zum Alltagsleben*. 50677 Köln, Germany: Verlag Wissenschaft und Politik, 1990.

Hofman, Annegret (Illustrationen von Rudolf Platzer), *Toni, Pitt und ein Vehikel. Ein Schuljahresabenteuer aus unserer Geschichte*. Berlin: Verlag Junge Welt, 1986.

Huebener, Theodore, *The Germans in America*. Philadelphia: Chilton Co., 1962.

Hughes, Langston, *Selected Poems*. New York NY: Alfred A. Knopf Inc., 1971.

Insight Guides. *The Rhine*. ADA Publications Ltd., 1991.

Jakle, John, *Images of the Ohio Valley*.

Jones, Arthur, *Wade in the Water ' the Wisdom of the Spirituals*. New York NY: Orbis Books Maryknoll, 1993.

Kamphhoefner, Walter D., *The Westfalians. From Germany to Missouri*. Princeton, NJ: Princeton University Press, 1987. ISBN 0-691-0476-4.

Kennedy, John F., *A Nation of Immigrants*. New York: Harper and Row, 2nd Edition, 1964

Kershul, Kristine, *German in 10 Minutes*. Menlo Park, CA: Lane Publishing Co. ISBN 0-944502-19-9

Kind, Uwe, *Eine Kleine Deutschmusik*. New York: Langenscheidt Publishers. ISBN 3-468-96790-X

Krapf, Norbert, *Somewhere in Southern Indiana. Poems of Midwestern Origins*. St. Louis, MO: Time Being Books, 1993.

Krapf, Norbert, *Somewhere in Southern Indiana: Poems of Midwestern Origins*. St. Louis, MO: Time Being Press, Inc., 1993.

Lambert, Glenn, "Teaching the Concept of Ethnocentrism," *Social Education*, May 1978.

Laycock, George and Ellen, *The Ohio Valley: Your Guide to America's Heartland*. Garden City, NY: Dolphin Books, Doubleday & Co., Inc., 1983.

Martin, Bill, *Brown Bear, Brown Bear, What Do You See?* Salt Lake City, UT: Holt, 1983.

McKinnon, Mike, *Common Ground: Practical Ideas To Promote Interdisciplinary Cooperation Between Social Studies and Second Language Instructors.* New York: Goethe House. Copies may be obtained fromthe American Association of Teachers of German (see Useful Addresses, p. 26-2).

Mitchell, Merle, *Mathematical History.* Reston, VA: National Council Teachers of Mathematics, 1978. ISBN 0-87353-138-0.

Music and You, Grade III, Music Series German Band. New York, NY: Macmillan - Mc Graw Hill, School Divison, 1983.

National Council for Geographic Education, *K-6 Geography Themes, Key Ideas,and Learning Opportunities.* Indiana, PA: Indiana University of Pennsylvania.

National Geographic, November 1985. Contains an article on the Neanderthal people.

Neckermann, Peter, *What Went Wrong In Germany After The Unification.* Published compliments of Nationwide Insurance Companies, Columbus, OH, July 1992.

Ohio Council on Holocaust Education, *The Holocaust: Prejudice Unleashed.* State of Ohio 1987 (Copies available from: Herbert Hochhauser, 314 Satterfield Hall, Kent State University, Kent, Ohio 44242. Tel: 216-672-2389)

Paxton, Lenore, and Philip Siadi, *Going to Grandma's.* Troy, MI: World Kids Press ,1991. ISBN 1-88-0449-00-5; ISBN 1-880-449-01-3 (tape).

*Regions Near and Far (*Heath Social Studies). Teacher's Resource Book, Copy Masters. D.C. Heath and Company, 1985. ISBN 0-669-08916-8.

Reid, Robert, ed., *Always a River: The Ohio River and the American Experience.* Bloomington, IN: Indiana University Press, 1991.

Rettich, Margaret, *Suleiman the Elephant.* (trans. Elizabeth Crawford). New York: Lothrop, Lee, and Shepard Books, 1986. ISBN 0-688-05741-1: ISBN 0-688-05742-X (lib. ed.)

Rhine Valley from Cologne to Mainz. A Berlitz Travel Guide.

Rippley, La Vern J., *The German-Americans.* Boston: Boston University Press of America, 1976. ISBN 0-8191-2746-9.

Roland, Donna, and Ron Oden, *More of Grandfather's Stories from Germany.* El Cajon, CA: Open My World Publishing, 1984. ISBN 0-517-67136-0

Schöntges, Jürgen (ed.), *Freche Lieder - Liebe Lieder.* Mit Illustrationen von Rotraut Susanne Berner, 5. Aufl. 60329 Frankfurt/M., Germany: Verlag Büchergilde Gutenberg, 1992. (2 cassettes with 35 of the songs.)

Schorsch, Kit, *Favorite Tales from Grimm*. New York: Checkerboard Press, 1988. ISBN 0-02-689060-7

Schwartz, Amy, *Oma and Beho*. New York: Bradberry Press. ISBN 0-02-781500-5

Scorpions, *Crazy World*, "Wind of Change", Music and Lyrics by Klaus Meine, Cassette No. 846 908-4, Compact disk No. 846 908-2, Polygram Video No. 083 621-3.

Sheehan, James J., "Germany," in *The World Book Encyclopedia*, 1991.

"Social Studies and the Young Learner" in *History and Social Studies*, Vol. 2, No. 2 (November/December, 1989).

"Speeding over the Bumps," *Time*, July 30, 1990.

Sports Illustrated, special 1992 Olympic editions.

Steiner, Jörg, *Aufstand der Tiere oder Die neuen Stadtmusikanten*. Aarau und Frankfort am Main: Verlag Sauderlander, 1989. ISBN 3-7941-3103-7.

The Renyi German Picture Dictionary. Ontario, Canada: Renyi, Inc. ISBN 0-921606-20-6.

The Wall Came Tumbling Down: The Berlin Wall and the Fall of Communism. New York: Arch Cape Press and Outlet Book Company, Inc., 1990.

Tolzmann, Don Heinrich, *German Chronicle in the History of the Ohio Valley and Its Capital City, Cincinnati, in Particular*. Bowie, MD: Heritage Books, Inc., 1993.

"Trabant Owners Dump Problem Cars in Poland," *Toledo Blade*, March 15, 1992, Section A-19.

Tracy, Brian, and Erwin Helms, *American Dreams. American Nightmares. America in Focus. Unterrichtsmaterialien für die Sekundarstufe II*. Paderborn: Ferdinand Schöningh, 1987. ISBN 3-506-41085-7.

Trommler, Frank, and Joseph McVeigh, eds., *America and the Germans. Vol. One: Immigration, Language, Ethnicity; Vol. Two: The Relationship in the Twentieth Century*. Philadelphia: University of Pennsylvania Press, 1985. ISBN 08122-1350-5 (Vol. I), ISBN 08122-1351- 3 (Vol. II), ISBN 08122-1425-2 (set).

Twain, Mark, *Life on the Mississippi*. New York & London : Harper & Brothers Publishers, 1874.

Übersichten: Overview of the Federal Republic of Germany and the Federal States. Bonn, Germany: Internationes, 1993.

United States Environmental Protection Agency, *Always a River - A Supplemental Environmental Education Curriculum on the Ohio River and Water, Grades K-12*. Cincinnati, OH: United States Environmental Protection Agency, Office of Research and Development, 1991.

Wallis, Don, ed., *OYO, An Ohio River Anthology*. Yellow Springs, OH: OYO Press.

Winkler, Andreas, Einsichten, 3.Aufl. 53137 Bonn, Germany: Inter Nationes, 1991.

Zola, John, "Scored Discussion" in *Social Education*, October 1989, p. 370.

Miscellaneous Materials

Beautiful River: Rediscovering the Ohio. A one-hour video available from TV Image, 187 Greendale Ave., Cincinnati, OH 45220. (513) 751-3332. Cost: $32.95.

The Cologne Cathedral. Film (44 min.). No cost. Modern Talking Picture Service, 4705 F. Bakers Picture Service, Atlanta, GA 30336. (404)696-2205.

The Green Wave. Film; also available in video.

Flatboats to Steamboats. Video. Tells about boats on the Ohio River. Available free of charge from The Ohio Humanities Council, 695 Bryden Rd., P. O. Box 06354, Columbus, OH 43206-0354. (614) 461-7802.

Flatboat to Towboat: Ohio River Traditions. Video (59 min.). Available from The Ohio Humanities Council (address above). This is a documentary about the people who live and work on the Ohio River, highlighting its traditions and lore of its towboats.

Wilhelm Hubert, *Log Cabins and Castles*. Video. Ohio Landscape Productions, 60 S. Shannon Ave., Athens, OH 45701. (614) 592-1860. Geographer Wilhelm tells story of Virginians who settled in Ohio during the 19th century. Also available from the Ohio Humanities Council (address above).

"Europe" computer game (IBM and compatibles). Students travel through Europe on a budget and answer questions. Available from the American Association of Teachers of German (AATG), 112 Haddontowne Court, Suite 104, Cherry Hill, NJ 08034.

USEFUL ADDRESSES

Goethe Institute Cultural Centers

Goethe House New York
1014 Fifth Avenue
New York, NY 10028
(202) 439-8700
Fax: (202) 439-8705

Goethe Institute Ann Arbor
City Center Building
220 E. Huron, Suite 210
Ann Arbor, MI 48104
(313) 996-8600
Fax: (313) 996-0777

Goethe Institute Atlanta
Colony Square, Plaza Level
1197 Peachtree St., N.E.
Atlanta, GA 30361-2401
(404) 892-2388
Fax: (404) 892-3832

Goethe Institute Boston
170 Beacon Street
Boston, MA 02116
(617) 262-6050
Fax: (617) 262-2615

Goethe Institute Chicago
401 North Michigan Avenue
Chicago, IL 60611
(312) 329-0915/0917
Fax: (312) 329-2487

Goethe Institute Cincinnati
559 Liberty Hill
Pendleton House
Cincinnati, OH 45210-1548
(513) 721-2777
Fax: (513) 721-4136

Goethe Institute Houston
3120 Southwest Freeway
Suite 100
Houston, TX 77098
(713) 528-2787
Fax: (713) 528-4023

Goethe Institute Los Angeles
5700 Wilshire Blvd., Suite 110
Los Angeles, CA 90036
(213) 525-3388
Fax: (213) 934-3597

Goethe Institute San Francisco
530 Bush Street
San Francisco, CA 94108
(415) 391-5194
Fax: (414) 391-8715

Goethe Institute St. Louis
326 North Euclid Avenue
St. Louis, MO 63108
(314) 367-2452
Fax: (314) 367-9439

Goethe Institute Seattle
Mutual Life Building
605 First Avenue, Suite 401
Seattle, WA 98104
(206) 622-9694
Fax: (206) 623-7930

Goethe Institute Washington
1607 New Hampshire Ave., N.W.
4th Floor
Washington, DC 20009
(202) 319-0702
Fax: (202) 319-0705

German Consultants (*Fachberater*)

Georgia Dept. of Education
1954 Twin Towers East
Atlanta, GA 30334-5040
(404) 656-2414
Fax: (404) 651-8582

Ohio Dept. of Education
65 South Front Street Room 1005
Columbus, OH 43215-4183
(614) 466-2761/7895
Fax: (614) 728-3058

Wisconsin Dept. of Public Instruction
Bureau for Program Development
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-7462
Fax: (608) 267-1052 or 264-9553

Washington State Dept. of Education
SPI/Bilingual Ed. and Foreign Languages
Old Capitol Bldg., FG-11
P.O. Box 47200
Olympia, WA 98504-7200
(206) 586-4715
Fax: (206) 753-6754

Bucks County School, Intermed. Unit 22
705 Shady Retreat Road
Doylestown, PA 18901
(215) 348-2940
Fax: (215) 340-1964

California Dept. of Education
Foreign Language Unit
721 Capitol Mall, 3rd Floor
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-4618
Fax: (916) 657-5021

Further Addresses in the United States

Embassy of Federal Republic of Germany
4645 Reservoir Road N.W.
Washington, DC 20007-1998
(202) 298-4000
Fax: (202) 298-4249

German Information Center
950 Third Avenue
New York, NY 10022-2781
(212) 888-9840
Fax: (212) 752-6691

German National Tourist Office
c/o German American Chamber of Commerce
104 S. Michigan Avenue, Ste 600
Chicago, IL 60603-5978

American Association of Teachers of German (AATG)
112 Haddontowne Court #104
Cherry Hill, NJ 08034
(609) 795-5553
Fax: (609) 795-9398

German National Tourist Office
122 East 42nd Street
New York, NY 10168-0072
(212) 308-3300
Fax: (212) 661-7174

German American Studies Program
Langsam Library
Cincinnati, OH 45221-0033
(513) 556-1859

Ohio Geographic Alliance
Mershon Center
199 W. 10th Ave.
Columbus, OH 43201
(614) 292-1681

U.S. Environmental Protection Agency
26 W. Martin Luther King Drive
Cincinnati, OH 45268
Contact: Thelma Johnson, Director
Center for Environmental Learning
(513) 569-7212
Fax: (513) 569-7770

Ohio Humanities Resource Center
695 Brydan Road
P.O. Box 06354
Columbus, OH 43206-0354
(614) 461-7802

Ohio Council on Holocaust Education
The Holocaust: Prejudice Unleashed. State of Ohio 1987 (Copies available from Herbert Hochhauser)
314 Satterfield Hall
Kent State University
Kent, Ohio 44242
Tel. (216)-672-2389

Indiana University
West European Studies National Resource Center
Department of West European Studies
Ballantine Hall 542
Bloomington, IN 47405-6601
(812) 855-0036
Fax: (812-855-7695

TV Image
187 Grendale Avenue
Cincinnati, OH 45220
(513) 751-3332

Köln/Düsseldorf
Rhine Cruise Agency
J.F.O. Cruise Service Corp.
170 Hamilton Avenue
White Plains, NY 10601-1788

Departments of Education in Germany

Each of the following entries begins with the title of the chief education officer of the *Land* (state) in question. "MinisterIn" means "Minister (man) or Ministerin (woman)." It is suggested that correspondence be addressed to this chief education officer rather than simply to the department.

To call Germany, dial 011-49 and then the city code without the first "0" (e.g., for Stuttgart: 011-49 - 711/279-0)

Baden-Württemberg
MinisterIn für Kultus und Sport
Schloßplatz 4 (Neues Schloß)
70173 STUTTGART
Tel. 0711/2790
Telex: 711/1375
Fax: 279-2550

Bayern (Bavaria)
StaatsministerIn für Unterricht, Kultus, Wissenschaft und Kunst
Salvatorplatz 2
80333 MÜNCHEN
Tel. 089/2186-01
Telex: 8983002
Fax: 2186-2800

Berlin
SenatorIn für Schule, Berufsbildung und Sport
Bredtschneiderstr. 5
14057 BERLIN
Tel. 030/3032-1
FS 183798
Fax: 3032-898

Brandenburg
MinisterIn für Bildung, Jugend und Sport
Heinrich-Mann-Allee 107
14473 POTSDAM
Tel. 0331/36-0 or 36-263
Fax: 0331/36976 or 030/801-7014

Freie Hansestadt Bremen
SenatorIn für Bildung und Wissenschaft
Rembertiring 8/12
28195 BREMEN
Tel. 0421/361- 4777
FS 244 804
Fax: 361-4176

Freie und Hansestadt Hamburg
Behörde für Schule, Jugend und Berufsbildung
Hamburger Str. 31
22083 HAMBURG
Tel. 040/29188-2003
FS 212 121
Fax: 29188-4132

Hessen
Hessische KultusministerIn
Luisenplatz 10
65185 WIESBADEN
Tel. 0611/368-0
Telex: 6 121803
Fax: 368-2099

Mecklenburg-Vorpommern
KultusministerIn
Werderstr. 124
19055 SCHWERIN
Tel. 0385/578-202/360
Fax: 578-673

Niedersachsen (Lower Saxony)
Niedersächsische KultusministerIn
Schiffgraben 12
30159 HANNOVER
Tel. 0511/120-8401
FS 92341465
Telex: 51 189965
Fax: 120-8436

Nordrhein-Westfalen
KultusministerIn
Völklinger Str. 49
40190 DÜSSELDORF
Tel. 0211/896-03
FS 8582967
Fax: 896-3220

Rheinland-Pfalz (Rhine Palatinate)
MinisterIn für Bildung und Kultur
Mittlere Bleiche 61
55116 MAINZ
Tel. 06131/16-1
FS 4 187 656
Fax: 16-2878

Saarland
MinisterIn für Bildung und Sport
Hohenzollernstr. 60
66117 SAARBRÜCKEN
Tel. 0681/503-1
Fax: 503-227

Sachsen (Saxony)
StaatsministerIn für Kultus
Archivstr. 1
01097 DRESDEN
Tel. 0351/5982-220/920
Fax: 5022471

Sachsen-Anhalt (Saxony-Anhalt)
KultusministerIn
Breiter Weg 31
39104 MAGDEBURG
Tel. 0391/567-3714
Fax: 53401

Schleswig-Holstein
MinisterIn für Bildung, Wissenschaft,
Kultur und Sport
Düsternbrooker Weg 64
24105 KIEL
Tel. 0431/596-1
FS 299871
Fax: 596-4835

Thüringen (Thuringia)
KultusministerIn
Schützenplatz 1
99084 ERFURT
Tel. 0361/386-O
Fax: 386-3179

INSIGHT GUIDES

America Map	(718) 784-0055
International Map	(201) 943-6566
Rand McNally	(212) 758-7488
Michelin Maps	(212) 581-8810

ACKNOWLEDGEMENTS

We wish to thank the following persons, organizations, institutions, and publishers for their permission to reprint illustrations and texts used in this edition.

Adams, Willi Paul, *Deutsche im Schmelztiegel der USA: Erfahrungen im größten Einwanderungsland der Europäer*, 1990. Copyright (c) Senatsverwaltung für Gesundheit und Soziales, die Ausländerbeauftragte, 10785 Berlin, Germany, p. 19-5 and 19-15.

Arbeitsgemeinschaft Jugend und Bildung e.V. Wiesbaden, (ed.), *Nach vier Jahrzehnten, ein Rückblick auf die deutsche Teilung*, Universum Verlagsanstalt 1990. Copyright (c) Landesbildstelle Berlin, 10555 Berlin, Germany, p. 21-8.

Baedekers Rhine, a Travel Guide. Copyright (c) 1985, Jarrold Publications, Norwich, NR3 1 TR England, p. 14-34, 14-35, 14-38.

Blegen, Theodore C. (ed.), *Land of their Choice: The Immigrants Write Home*. Copyright (c) 1955 by University of Minnesota Press, Minneapolis MN 55455, p. 19-16, p. 19-18.

Bubner, Friedrich, *Transparente Landeskunde*, 6.Aufl. 1991. Copyright (c) Inter Nationes, 53137 Bonn, Germany, p. 12-7.

Bundesminister für Umwelt, Naturschutz und Reaktorsicherheit, *Umwelt Sonderausgabe, Der Rhein - ein europäischer Fluß: Beispiel und Herausforderung für den Gewässerschutz*, Nr. 9/1988. Copyright (c) 53113 Bonn, Germany, p. 14-60.

Deutsches Jugendinstitut e.V., *Deutsch-Deutsche Schülerbefragung 1990, DJI-Arbeitspapier 3-019*. Copyright (c) Deutsches Jugendinstitut e.V., 1992, 81543 München, Germany. p. 22-8 to 22-11.

Favorite Gospel Hymns. Copyright (c) renewal 1966, Abingdon Press, Nashville, TN 1966, p. 14-41.

Frost, Robert, *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright (c) 1944 by Henry Holt and Company, New York, NY 10011, p. 21-7.

Helwig, Gisela (ed.), *Die letzten Jahre der DDR: Texte zum Alltagsleben*. Copyright (c) 1990 Verlag Wissenschaft und Politik, 50677 Köln, Germany, p. 20-10.

Hughes, Langston, *Selected Poems*. Copyright (c) 1926 by Alfred A. Knopf Inc. and renewed 1954 by Langston Hughes. Reprinted by permission of the publisher, New York NY 10022, p. 14-40, 21-5.

Jones, Arthur, *Wade in the Water ' the wisdom of the spirituals*. Copyright (c) 1993, Orbis Books Maryknoll, New York NY 10545, p. 14-41/42.

Kampfhoefener, Walter D., *The Westfalians: From Germany to Missouri*. Copyright (c) 1987 by Princton University Press, Princeton NJ 08540, p. 19-33.

Kennedey, John F., *A Nation of Immigrants*. Copyright (c) 1964 by Anti-Defamation League of B'nai B'rith. Reprinted by permission of Harper Collins Publishers, Inc.,New York NY 10022, p. 19-24\25.

Krapf, Norbert, *Somewhere in Southern Indiana: Poems of Midwestern Origins*. Copyright (c) 1993 by Time Being Press, Inc. St. Louis,MO 63131. All rights reserved, p. 19-39.

Lambert, Glen, Teaching the Concept of Ethnocentrism, Social Education, May 1978. Copyright (c) 1978, Social Education Washington DC 20016, p. 18-1 to 7.

Magellan Geographix/Dispatch graphic, Map: *Mississippi River Basin*.. Copyright (c) 1993 by Magellan Geographix, Santa Barbara, CA 93160, p. 14-61.

McKinnon, Mike, Common Ground, *Practical Ideas to Promote Interdisciplinary Cooperation between Social Studies and Second Language Instructors*, Copyright (c) 1992, Mike McKinnon, Janesville School District, Wisconsin, p. 20-7.

Music and You, Grade III, Music Series German Band. Copyright (c) 1983, Macmillan - Mc Graw Hill, School Divison, New York, NY 10003, p. 8-16.

Schöntges, Jürgen (ed.), *Freche Lieder - Liebe Lieder*, mit Illustrationen von Rotraut Susanne Berner, 5. Aufl. 1992. Copyright (c) Verlag Büchergilde Gutenberg, 60329 Frankfurt/M., Germany, p. 9-13/14 (pictures adapted)., p. 9-15/16, American original: Peter Yarrow/Leonard Lipton. Copyright (c) Warner/Chappel Music GmbH Germany, 81675 München, Germany, Warner/Chappel, Los Angeles, United States, p. 9-15/16.

Times International, Special Issue: *Germany Toward Unity*, June 25, 1990. Copyright (c) Times International, Lagos, Nigeria, p. 20-11.

United States Environmental Protection Agency, *Always a River - A Supplemental Environmental Education Curriculum on the Ohio River and Water, Grades K-12*. Copyright (c) 1991, Cincinnati, OH 45268, p. 14-24, p. 14-62.

Winkler, Andreas, *Einsichten*, 3.Aufl. 1991. Copyright (c) Inter Nationes, 53137 Bonn, Germany, p. 1-6, 12-6.

Zola, John, *Scored Discussion*, Social Education, Oktober 1989. Copyright (c) 1978, Social Education Washington DC 20016, p. 20-5.

Notes: